

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Performance Management Operational Handbook

Policies and Procedures relating to Appraisal and Capability

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

Subject Leader: W D'Arcy

Link Governor:

Approved by: Learning and Standards Committee

Approved: November 2018

Review Date: November 2020

Other relevant policies and documents: Pay Policy, Teaching and Learning Policy

This document includes:

Part A:	Introduction and the New Standards
Part B:	Appraisal, Assessment and Monitoring, Timelines and FAQs
Part C:	Policy and Procedures – Support and Capability
Annex A:	The New Standards
Annex B:	Support Procedures
Annex C:	Appraisal – Career Stage Expectations
Annex D:	Assessment and Monitoring Annual Plan

Part A

Introduction

New Teachers' Standards came in to force on 1 September 2012. They replace the standards for Qualified Teacher Status (QTS) and the Core Professional Standards previously published by the Training and Development Agency for Schools (TDA), and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

The new standards will apply to all teachers and define the minimum level of practice expected of them from the point of being awarded QTS.

The head teachers and reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

The new standards will also be used to assess an NQT's performance at the end of their induction period in employment. A judgement will need to be made summarising the fact that they have consolidated their training, and that evidence demonstrates their ability to meet the standards consistently over their first year in practice.

Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance will be assessed against the standards in line with Career Stage Expectations (Annex C) as part of new performance management arrangements.

The Teaching Standards

The New Standards are presented in three parts: the **Preamble**, **Part 1** and **Part 2**.

The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers.

Part 1 comprises the Standards for Teaching;

Part 2 comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1 and Part 2**.

A full copy of the New Standards can be found in Annex A

Part B

Appraisal – Policy and Practice

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

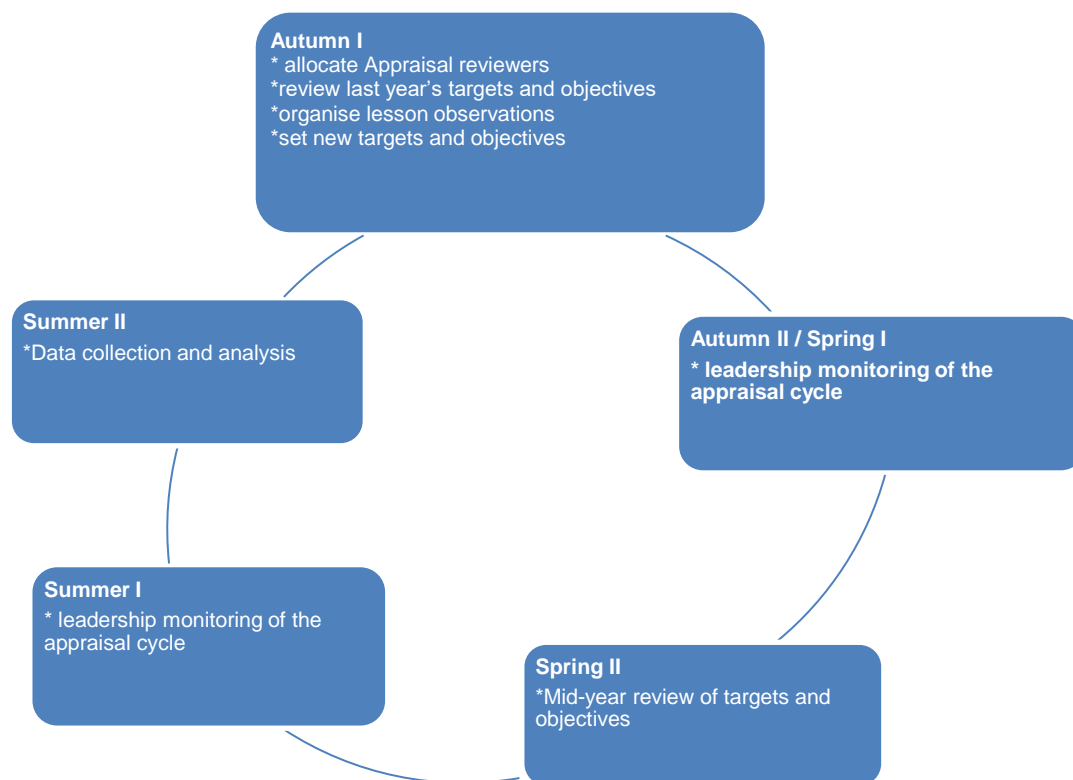
The appraisal period

The appraisal period will run for twelve months; from October to October for teachers and from September to September for the Headteacher.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

This section of the handbook sets out the cycle for a clear and consistent assessment of the overall performance of teachers (Appraisal). It will demonstrate how we as a school will support their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the current national teaching standards will be the basis on which the recommendation is made by the reviewer.



Stage 1

- The Head Teacher will allocate reviewers to members of staff. All reviewers will receive appropriate training.

Stage 2

- The final review of the previous year's targets and objectives will take place.
- A timetable for lesson observations will be agreed upon for the academic year.
- Audit of standards against the National Standards as set out in Annex A.
- Target setting and new objectives set for the current academic year.
- Objectives to inform CPD plan.
- Staff member issued with an appraisal report by 31st October.

Stage 3

- Leadership monitoring will take place throughout the year, including pupil progress meetings, pupil conferences and pupil work audits
- Observation timetable followed, but may also include 'drop-in' observations.

Stage 4

- Mid-year review to discuss targets and objectives – is CPD meeting needs or is further CPD needed?

Stage 5

- Data collection from all relevant sources e.g. SATs, reading tests, teacher assessments, etc.

If during any stage in the process, concerns are raised over the performance of a teacher, then a plan of support and development will be initiated. This may solve any concerns or may lead to the implementation of formal Capability Procedures as set out in Part C. If the Head and Governors decide, because of the nature of the concerns, they may implement Capability Procedures immediately.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

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 members of the Governing Body.

The head teacher will decide who will appraise other teachers. An appeal can be lodged by an appraisee against the suitability of the appraiser on professional grounds. This will be heard by members of the Governing Body (The Personnel Committee) or the Head Teacher.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

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. This will be ensured by quality assuring all objectives against the school improvement plan. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards organised into 'Career Stage Expectations' as set out in this document.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards organised into 'Career Stage Expectations' as set out in this document.

Reviewing Performance

Observation

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. All observation will be carried out in a professional and supportive manner. Observations should be evaluated objectively and recorded accurately.

- The teaching standards that are used as the focus of the observation will be shared with the staff member.
- A written report on each observation will be given to the teacher during a feedback meeting which will be held within two working days of the observation. This report to be agreed, dated and signed by both parties.
- Should issues arise over the performance of a teacher as a result of lesson observations, then further observations will be agreed upon in addition to the planned timetable.

Development and support

Appraisal 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 ongoing professional development needs and priorities of individual teachers. Should lesson observations raise issues over performance, then a plan of support and development will be drawn up with the teacher. This plan of support will detail the support being offered and an expectation of improvement within a stated time sequence.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has

come to light. Feedback will highlight particular areas of strengths as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- 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 but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made (as outlined in Part C).

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.

Pay Progression

Where Head teacher and teachers are eligible for pay progression, their recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision body will be based on the statutory criteria and guidance set out in the STPCD and the relevant Teacher Standards.

‘Drop-in’ Observations

In this school, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. 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. The length and frequency of “drop in” observations will vary depending on specific circumstances.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Transition to capability

If the appraiser is not satisfied with progress, the teacher 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. The Capability Procedures will be conducted as in Part C of this document.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

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.

Both Head teacher and teachers 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 and the Headteacher will receive their written appraisal reports by 31st October.

The appraisal report will include:

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

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

Appeals

Appeals can be made against any of the entries in the written Appraisal Report.

Part C

Capability

Who does this policy apply to?

It applies directly to the following employees:

- Support staff employed by the school where there are concerns which informal action has been unable to address or serious enough to require formal action.
- Teachers employed by the school where there are concerns (potentially that the appraisal process has been unable to address) or are serious enough to require formal action.

What does the governing body expect of its employees and school managers?

School Managers:

- regularly review the performance of employees and respond to any situations where an employee's performance is unacceptable
- give employees regular feedback on how they are doing
- have early discussions with the employee about problems, possible causes and solutions
- support the development of employees

Employees:

- maintain acceptable standards of attendance, job performance and conduct
- be responsible for their own development
- raise with their manager any problems that are affecting their work as soon as possible
- accept responsibility for their own work performance
- respond constructively to advice, guidance and development provided by their manager
- be flexible and cooperate with changing work requirements

What is the aim of the policy?

This policy provides a framework for managers to manage:

- an employee's work to an acceptable standard to ensure effectiveness and efficiency.

Whilst:

- promoting fairness and transparency in the treatment of employees.
- ensuring that acceptable standards are sustained and maintained.

What is expected in respect of “capability”?

Capability is an employee’s capacity to apply appropriate knowledge and skills in order to achieve effective and efficient work standards and practices.

Employees should have a clear understanding of what is required of them to meet work standards and practices and the first point of reference should be their job description and person specification, although these documents should not be regarded as exhaustive.

Managers should give regular feedback on how well an employee is completing the requirements for their position and it is recommended this is a minimum of an annual formal review.

For teachers, this will be the appraisal period and it is recommended there is a similar arrangement in place for support staff. Teachers have [Professional Standards](#) ([Head Teachers Standards](#)) which should be referred to and against which should be considered in the assessment.

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.

What is a capability concern?

A capability concern is when expected work standards are not achieved or maintained. This could include when an employee:

- Does not make sufficient progress towards the objectives set in their appraisal review.
- Does not meet the professional standards required for their teaching status.
- Does not carry out the duties and responsibilities of the post to an acceptable standard.
- Is unable to carry out their duties effectively due to long-term absence or frequent absences. Absence is dealt with under the [Attendance Policy](#).

When should informal action be taken?

Informal action would normally be taken:

- When the employee has a previous good work standard and the matter appears easily rectifiable.
- When an observation (normally teachers) has taken place or other evidence has come to light, which indicates less than acceptable performance.

What are the requirements for an investigation?	<ul style="list-style-type: none"> Issues should be addressed using normal management processes (normally the appraisal process) in the first instance. These should not be left until the next planned meeting but addressed as soon as possible. <p>An investigation is the gathering of information relating to a capability issue. Normally the manager will arrange an investigation to establish the facts. An investigation must be carried out before calling a formal meeting and will usually include a discussion with the employee about the issue.</p> <p>Following the investigation a decision will be made as to whether to drop the matter, give informal support or in cases which require action under the Capability Policy to arrange a formal meeting.</p>
Does an employee have to co-operate with the process	<p>All parties to the proceedings have an obligation to co-operate, to ensure that processes and timescales are followed without delay.</p>
When should formal action be taken?	<p>Formal action should be taken when the employee has:</p> <ul style="list-style-type: none"> Repeated occasions of poor performance or where matters have not improved following informal action Performance concerns that are so serious they cannot reasonably be addressed through informal action. <p>And may be taken when</p> <ul style="list-style-type: none"> Previous formal warnings on file for any reason that are still current and there is a continued or new performance concern. <p>No formal action should commence against a trade union representative until the circumstances of the case have been discussed with the appropriate branch or full-time officer, with the prior permission of the employee. If the employee does not wish there to be any prior discussion with the branch or full-time officer then formal action will proceed in the normal way under this procedure.</p>
Is there a right to representation?	<p>The employee has a right to be represented/supported during formal meetings under the Capability Policy, by a trade union representative or workplace colleague.</p>
Who can conduct a formal meeting?	<p>The head teacher, a governor, the head teacher and governor(s) or a panel of governors can conduct a formal meeting. The governing body may delegate responsibility for formal action, including the decision to dismiss, to the head teacher. For the formal stages up to stage two, this may be</p>

	<p>delegated to an appropriate member of the leadership team e.g. business manager for support staff. Where the head teacher is the subject of the formal meeting the governing body may delegate responsibility for formal action to a governor (normally the chair of governors) or more than one governor.</p> <p>Where practicable, different people should carry out the investigation and disciplinary hearing.</p>
What is the role of governors?	<p>A panel of governors (normally three) will hear an appeal.</p> <p>Where collaborative arrangements with another governing body are in place regarding staff capability; governors from any of the collaborative schools may be delegated to conduct a formal meeting or appeal.</p>
What is the role of GCC and the diocese?	<p>In Community, Community Special, and Voluntary Controlled schools a representative from GCC is entitled to attend and provide advice on all proceedings that may result in an employee at the school's dismissal. GCC will confirm any dismissal decision as required by regulation.</p> <p>The diocese, through a representative, may be given the right to attend proceedings to give advice for Voluntary Controlled church schools.</p> <p>In Foundation and Voluntary Aided schools, the governors may give GCC rights of attendance. These rights of attendance should be the same for the diocese in a voluntary aided church school.</p> <p>The governing body, or where formal action has been delegated, the head teacher (in community, community special, & voluntary controlled schools or where rights of attendance have been given), must consider any advice given by the GCC and/or diocesan representative before a decision to dismiss is made.</p>
What is formal action?	<p>Although there is an expectation that formal action is generally progressive, the first formal meeting can result in either a first or final warning, dependent on the severity of the situation and the circumstances.</p> <p>At each level a formal meeting will be arranged with the employee. There will be an outcome from the formal meeting which may include support, training and/or an action plan. If the concern is established the outcome should result in a warning and sanction (i.e. withholding an increment for support staff; preventing progression to the next pay point/grade for teachers) or ultimately</p>

dismissal. The start date of the formal warning will commence when the related action plan and support programme is finalised. Therefore if the action plan has not been finalised at the formal meeting it is essential that this is addressed within a few days of the meeting. If the outcome is that the concern was upheld and a warning was given that an improvement is required, the warning should include:

- **The nature of the concern.**
- The required improvement.
- Support arrangements.
- The monitoring arrangements and handling of the formal review stage (only applicable after a first written warning) including the date of the formal review meeting.
- What will happen if there is no, or insufficient, improvement and the formal action that could be taken as a result.
- How long the warning will remain in force.
- Any effect on pay.
- Action plan.
- Details of how the employee can appeal.

The levels of formal action and potential sanctions are given below:

<u>Level</u>	<u>Potential level of sanction</u>	<u>Suggested period of review</u>
One – Formal capability meeting.	First or final written warning. Withholding an increment for support staff or preventing progression to the next pay point/grade for teachers.	Between four and ten weeks.
Two – Formal review meeting (this level only applies if a first written warning was issued at level One.	Final written warning. Withholding an increment for support staff; preventing progression to the next pay point/grade for teachers.	Between four and ten weeks
Three – Decision meeting (will normally progress to this level after a final written	Dismissal.	

warning has been issued at level one or two).		
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level One

Where a first written warning is issued, if at any point during the monitoring/support period the evidence suggests a more serious issue, a decision may be taken to move to level two before the end of the review period.

A decision can be made to issue a final written warning at level one depending on the seriousness of the issue. This might occur where the employee's unacceptable performance has had, or is liable to have, a very serious or harmful impact on the organisation and/or pupils.

If improvement is not achieved at level one or sustained thereafter, then it is likely to result in progression to level two. Where a final written warning has been issued at level one it may progress to the level three decision meeting.

A decision to withhold any increment for support staff and a "no progression" decision for teachers can be made at this point for salary progression at the next salary review date.

Level Two (Formal review meeting)

This stage may result in a final written warning.

A decision to withhold any increment for support staff and a "no progression" decision for teachers can be made at this point for salary progression at the next salary review date.

Level Three (Decision meeting)

This level may result in dismissal. Any notice will be in line with normal contractual arrangements or statutory notice depending on which is greater.

If an employee appeals against an outcome the sanction will remain in place until the outcome from the appeal is known.

What arrangements are made for the formal meeting?

The manager should make it absolutely clear to the employee that formal action is being taken.

- At least five working days' notice will be given of the formal capability meeting. For a formal meeting where dismissal is being considered at least 10 working days notice should be given to staff.
- The notification will contain sufficient information/documentated evidence about the performance concerns and their possible consequences to enable the employee to prepare to answer the case

at a formal capability meeting. The letter should include a copy of the Capability Policy, the right to representation and an additional copy of the relevant information/documentated evidence for the representative.

- The letter must state at which of the formal levels the meeting is being held and the possible outcome or sanction that may result.
- The employee will need to be advised that they must provide any documentation in sufficient time to allow papers to be distributed to the chairperson or panel enabling all parties time to read and understand the content before the formal meeting. However there may be particular circumstances where this is not possible and the employee will need to contact their manager to make alternative arrangements. For a formal meeting where dismissal is being considered, the employee must ensure the school receives any documents at least five working days before the meeting. This is to ensure there is sufficient time for all parties to receive the documentation at least three working days before the formal meeting to allow time to read and understand the content..
- Any formal action taken and the reasons for the decision will be confirmed in writing to the employee, including details on how they can appeal. The employee should be informed of the consequences of failing to improve sufficiently within the set period following a final warning, including confirmation that it may result in dismissal.

What is an action plan?

Action plans are developed to individual circumstances and will vary, but should normally include clear expectations regarding work standards and practices, the criteria for success, time scales, support, monitoring, and review arrangements which have been agreed.

Whilst it is for the manager to determine the criteria it is important that the employee understands what is required of them to achieve success and to help identify ways in which they can be supported. Any agreed support should form part of the action plan which should include details of the person responsible for making any arrangements. Employees are expected to co-operate positively with the process and engage fully with any agreed support.

Should the employee not achieve a successful outcome following the action plan they would normally progress to the next level of the Capability Policy and ultimately could be dismissed.

How is the action plan reviewed and monitored?

Arrangements for monitoring and review will be agreed as part of the action plan.

What happens if the employee is absent

Sickness absence should not normally delay any part of a capability process. If the employee is signed off as medically unfit for work during the process the employee should be referred immediately for Occupational Health

during the informal or formal stages of managing their capability?

assessment (if available) including in the referral, details of the process and the stage reached in the procedure.

Where the employee is unable to attend meetings, relating to their capability, for health reasons, written confirmation, together with a fit note must be submitted. The fit note must state specifically that the employee is unable to attend the capability hearing (a fit note which merely states that the employee is unfit for work is not sufficient). If it is decided to adjourn the capability hearing the hearing will be rearranged. If the employee fails to attend, the hearing will normally go ahead in their absence after considering all the circumstances of the case. Where any employee is unable to attend, they may arrange for representation at the hearing in their absence or make written submissions. It is advised that further guidance is obtained from your HR provider if there are difficulties in arranging for an employee to attend meetings.

In addition the absence will be dealt with in accordance with the school's [Attendance Policy](#).

If the employee is absent during the period of any formal warning being in force the warning will be extended by a period equivalent to the total of the absence from work. If there is an extension to the timescale of the warning this must be confirmed in writing to the employee.

What happens if the employee is dismissed?

For Community, Voluntary Controlled and Special Schools, the governing body will send an instruction to GCC and the dismissal notice will come from GCC.

Foundation, Voluntary Aided schools and Academies are responsible for issuing the dismissal notice to their own employees.

Where dismissal is with notice, any notice period will be in accordance with the employee's contractual arrangements, or the statutory period, whichever is greater. The employee will receive normal pay throughout the period of notice.

Is there a right of appeal?

Yes, at each formal level.

Employees who wish to challenge the outcome of a formal meeting have the right of appeal as specified in the warning or dismissal letter. Whilst the outcome of the appeal is pending, an action plan, warning or dismissal will remain in force.

The appeal letter must be received within five working days of the date of the outcome letter and clearly specify the full grounds of the appeal including why and in what respects the decision of the original meeting was unreasonable. The appeal needs to be set out with sufficient clarity to enable the manager/governor(s) whose decision is being appealed (those who

conducted the formal meeting) to know what they will need to respond to at the appeal hearing.

Any supporting documents or information should be provided with the appeal letter. The employer will collate, paginate and distribute the bundle for receipt by all parties at least three working days before the appeal meeting.

Where the appeal period overlaps with a pre-determined holiday period e.g. out of term-time for term-time only employees, the letter of appeal needs only to register the intention of appeal. However a fully detailed letter should arrive within five working days following the end of the holiday period.

A committee of three governors not previously involved with the case will conduct appeal meetings. Where there has been an appeal at an earlier stage of the procedure, the same governors may conduct the present appeal.

Arrangements for the appeal meeting should normally be notified to the employee within 10 working days of receipt of the request for an appeal. The employee should be reminded of the right to be accompanied by a trade union representative or workplace colleague.

Appeals will be restricted to considering the reasonableness of the decision; they are not conducted as a full re-hearing.

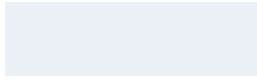
At an appeal, the original outcome imposed will be reviewed and may be amended or withdrawn but it cannot be increased.

The decision of the appeal committee will be final, and will be confirmed in writing to the individual together with the reasons for the decision. Should the outcome of the appeal change the original decision, the committee will need to make clear the terms of that decision.

If an appeal is successful at any of the stages, any outcome will be amended or withdrawn. In the case of dismissal, overturned on appeal, there will be no detriment to service.

How should
capability
meetings be
recorded

It is not necessary to minute or audio record every management meeting, but in this formal procedure where a formal sanction may be issued the employee must be notified in writing of the outcome of the hearing. Similarly, where dismissal could be involved, a note of the hearing should be kept and consideration should be given to having a note-taker present or using recording equipment. Employees are not permitted to make their own audio recording of a capability meeting without the knowledge of those present and permission of school management..



Annex A

The New Standards

The New Standards are presented in three parts: the **Preamble**, **Part 1** and **Part 2**.

- The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers.
- **Part 1** comprises the Standards for Teaching;
- **Part 2** comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2**.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1.1 Set high expectations which inspire, motivate and challenge pupils

- 1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

1.2 Promote good progress and outcomes by pupils

- 1.2.1 be accountable for pupils' attainment, progress and outcomes
- 1.2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- 1.2.3 guide pupils to reflect on the progress they have made and their emerging needs
- 1.2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 1.2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

- 1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 1.3.3 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
- 1.3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 1.3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

- 1.4.1 impart knowledge and develop understanding through effective use of lesson time
- 1.4.2 promote a love of learning and children's intellectual curiosity
- 1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching
- 1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all pupils

- 1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 1.5.3 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
- 1.5.4 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.

1.6 Make accurate and productive use of assessment

- 1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 1.6.2 make use of formative and summative assessment to secure pupils' progress
- 1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons
- 1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

- 1.7.1 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
- 1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- 1.8.1 make a positive contribution to the wider life and ethos of the school
- 1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 1.8.3 deploy support staff effectively
- 1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

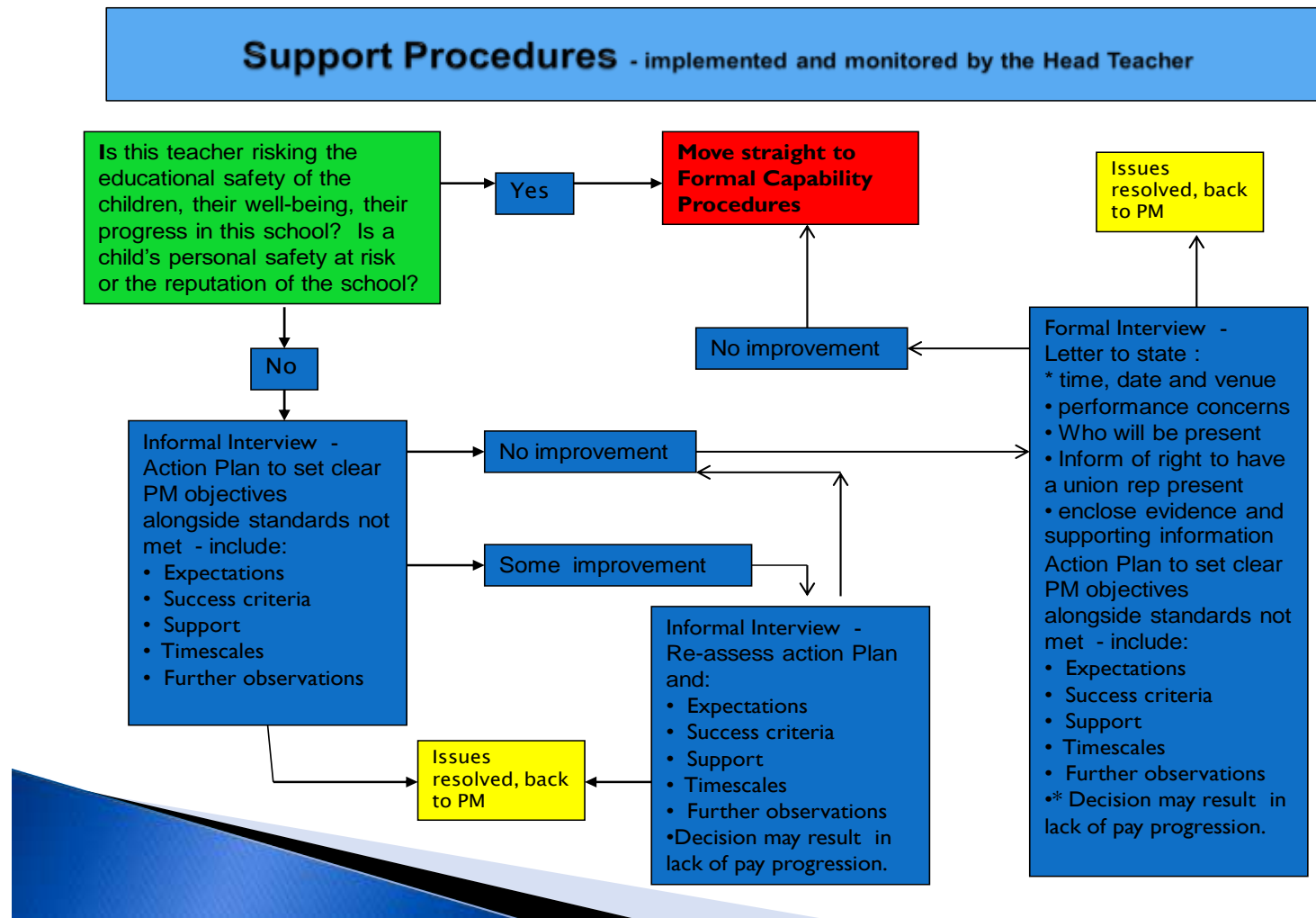
Part Two – Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 2.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - 2.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - 2.1.3 showing tolerance of and respect for the rights of others

- 2.1.4 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
- 2.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.2 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.
- 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Annex B



Annex C - Appraisal – Career Stage Expectations

Name:

Confidential

	Band A - Teacher	Band B – Accomplished Level 1	Band C – Accomplished Level 2	Band D - Expert
	Pay Point 1 (21,588) Pay Point 2 (23,295)	Pay Point 3 (25,168) Pay Point 4 (27,104)	Pay Point 5 (29,240) Pay point 6 (31,552)	Upper Pay Range 1 (34,181) 2 (35,447) 3 (36,756)
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.1 Set high expectations which inspire, motivate and challenge pupils	Know the curriculum at year group level. Establish expectations and sufficient challenge to ensure progress by setting appropriate goals and targets for all children. Be a positive role model for children's behaviour.	M3: Provide support and advice within the context of own year group. M4: Provide support and advice beyond own year group e.g. through planning and leading staff INSET	M5: Develop the skills of others, particularly ITT students, to enable them to be able to inspire, motivate and challenge. M6: Have a significant impact on the work of others to improve teaching across the school.	Take an active part in setting Federation goals that stretch and challenge pupils of all backgrounds, skills and abilities.

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.2 Promote good progress and outcomes by pupils	<p>M1: With support and appropriate mentoring (of the teacher) most pupils achieve in line with school expectations through the use of appropriate differentiation to include children with SEN/G&T and specific groups including gender; ethnicity and FSM</p> <p>M2: Most pupils achieve in line with school expectations</p>	<p>M3: Almost all pupils, with appropriate intervention strategies in place (put in place by more experienced teacher) achieve in line with school expectations.</p> <p>M4: Almost all pupils achieve in line with school expectations.</p>	<p>M5:</p> <p>M6: All pupils achieve in line with school expectations meeting individual targets. Some pupils exceed school expectations and targets.</p>	Demonstrate the skills that enable children to regularly exceed school expectations and targets. Develop and manage appropriate intervention strategies that support such progress.

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.3 Demonstrate good subject and curriculum knowledge	<p>M1: Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. Demonstrate high standards of literacy; articulacy and the correct use of standard English regardless of specialist subject.</p> <p>Know who the subject experts are within the school and use their support.</p> <p>M2: Building on M1 but requiring less intensive support. Demonstrate a clear understanding of appropriate teaching strategies.</p> <p>Take responsibility to keeping up to date with curriculum changes</p>	<p>M3: Play a more prominent role within designated curriculum team, e.g. carry out designated tasks as directed by team leader.</p> <p>M4: Access advice and adapt practice; feeding back to the SLT to improve teaching and learning.</p>	<p>M5: Take a lead in significant subject area, including developing and evaluating the subject.</p> <p>M6: Build on M5 and use evaluation evidence to improve subject and curriculum to have impact on learning.</p> <p>Lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development.</p>	<p>Lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.4 Plan and teach well structured lessons	<p>M1: With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear AfL within the lesson leading to progress by all groups.</p> <p>M2: All lessons are showing good elements and there is evidence of on-going improvement.</p>	<p>M3: Most lessons are judged good or better</p> <p>M4: All lessons are judged good or better</p>	<p>M5: All teaching is good with some elements of outstanding</p> <p>M6: All teaching is good with many elements of outstanding</p>	<p>Whole school responsibility is taken for modelling and developing other teachers to improve teaching across the school.</p> <p>An active role is taken in curriculum development across the Federation.</p> <p>Lead a team, subject or aspect across the school and/or Federation</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.5 Adapt teaching to respond to the strengths and needs of all pupils	<p>M1: Have a basic understanding of the development of children within the ethos of the school. With significant support, know when and how to differentiate appropriately. Have a clear understanding of the needs of all children. Have a secure understanding of barriers to learning and begin to make adaptations to meet needs.</p> <p>M2: As M1 but expectation that only support is from Year Leader.</p>	<p>M3: Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Proactively seek support as and when needed.</p> <p>M4: Develop further skill and independence.</p>	<p>M5: Use knowledge and skills in order to develop others to ensure that teaching and learning improves.</p> <p>M6: Have significant knowledge and understanding of the wide range of needs of pupils across the school.</p>	<p>Within own school, lead the adaptation of teaching to ensure needs of pupils are met. These adaptations can be fed into curriculum teams to ensure whole school picture e.g. by presenting feedback from curriculum team or to governors.</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.6 Make accurate and productive use of assessment	<p>M1 With significant support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to feedback</p> <p>M2 Make increasing use of formative and summative assessment more independently</p>	<p>M3 Gain greater skill in use and manipulation of data to support more specific groups</p> <p>M4 Embed these skills</p>	<p>M5: Support year group colleagues in use of assessment. Broker support for others, when and where appropriate.</p> <p>M6: Monitor whole school data to ensure impact on teaching and learning.</p>	<p>Monitor progress in curriculum area and year groups. Use awareness of RAISE online data to impact on teaching and learning of specific groups across the school.</p> <p>Train other colleagues to use assessment effectively.</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.7 Manage behaviour effectively to ensure a good and safe learning environment	<p>M1: Have clear rules and routines in classroom. Have high expectations of behaviour with clear strategies for developing positive discipline. Establish a safe and stimulating learning environment rooted in mutual respect.</p> <p>M2: Continue to build on strategies to improve the above. Gain greater awareness of the wider learning environment e.g. playground</p>	<p>M3: Participate fully in development of school policies and practice relating to all aspects of the management of behaviour.</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school</p>	<p>M5: Support colleagues with behaviour issues, e.g supporting less experienced colleagues in meeting with parents to discuss challenging issue</p>	<p>Be able to articulate our strategies, policies and practices to others e.g. Visitors, students, other schools etc</p> <p>Advise others through StSS mechanisms on the development of a positive ethos and behaviour in other settings</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Federation
1.8 Fulfil wider professional responsibilities	M1: Know and understand the priorities of the school. Communicate effectively with parents and other professionals with regards to pupils' achievements and well being M2: Understand the links between effective classroom practice and school improvement and demonstrate this by becoming involved in whole school issues such as hosting ITP and OTP visits to classrooms	M4: Have significant experience teaching in more than one year group	M6: Have relevant experience of leading or managing an aspect or issue across the Federation M6: Be a fully competent practitioner able to keep up to date with changes and adapt practice accordingly.	Make significant contribution to the wider life and ethos of the school. This will be something tangible, often captured within the SDP.

The grading is what should be achieved by the end of the year in order to progress

Annex D

Assessment and Monitoring Annual Plan

Month	Monitoring	Assessment
September	Allocate Appraisal Reviewers Review previous year's targets and objectives Organise Lesson Observations Set new targets and Objectives	Reading Age Spelling Age Building a picture over time in reading writing and maths
October	Lesson Observations SEN Reviews Work Trawl	Building a picture over time in reading writing and maths
November		Building a picture over time in reading writing and maths
December	Leadership monitoring of curriculum plans Pupil progress meetings	
January	Leadership monitoring of Appraisal Cycle Lesson Observations Work Trawl	Building a picture over time in reading writing and maths
February	Mid-year review of targets and objectives SEN Reviews Pupil progress Meetings	Building a picture over time in reading writing and maths
March	Leadership monitoring of curriculum plans	Building a picture over time in reading writing and maths
April	Pupil progress meetings	
May	Leadership Monitoring of Appraisal Cycle	SATs KS1 and 2 Building a picture over time in reading writing and maths
June		Building a picture over time in reading writing and maths
July	Pupil Progress Meetings Data Collection and Analysis Leadership monitoring of curriculum plans	Building a picture over time in reading writing and maths