

St Joseph's Catholic Primary School

St Joseph's School is a Christian community in which individuals are valued and respected, and encouraged to reach their full potential.

Faith, Hope, Love

Performance Management Operational Handbook

Policies and Procedures relating to Appraisal and Capability

Date Written: Autumn 2015

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Reviewed by:

Reviewed/approved by Resources Committee:

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

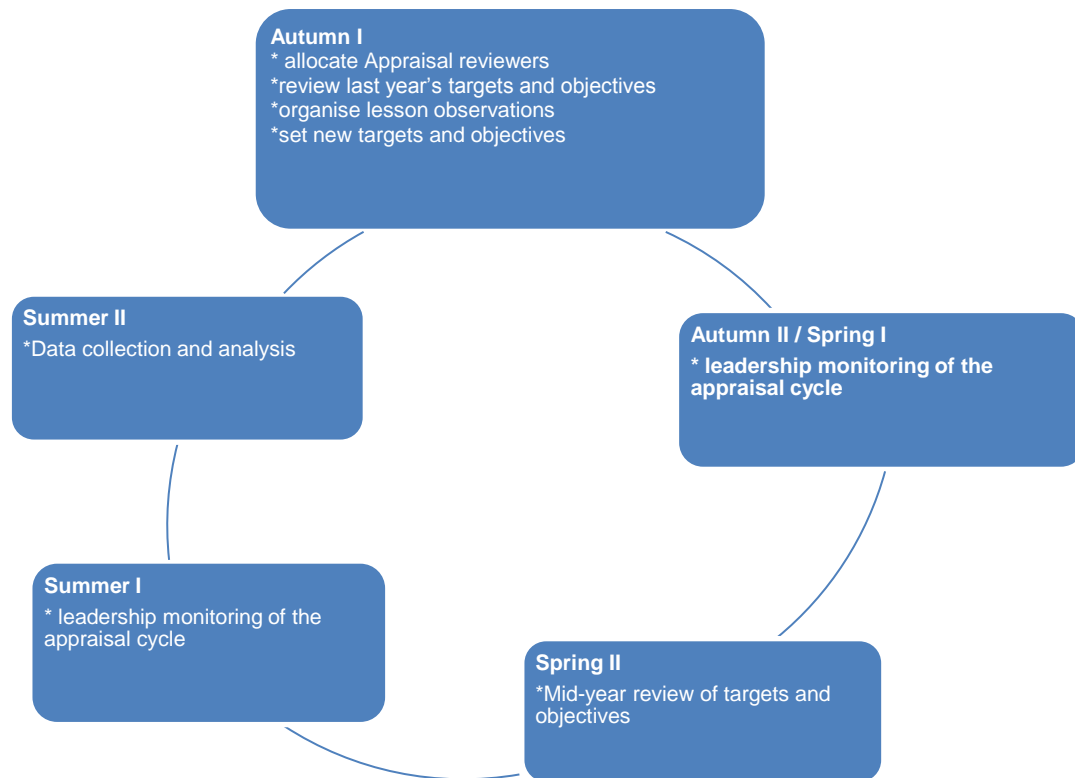
The appraisal period will run for twelve months; from October to October for teachers and from September to September for the Headteacher.

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 strength 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.

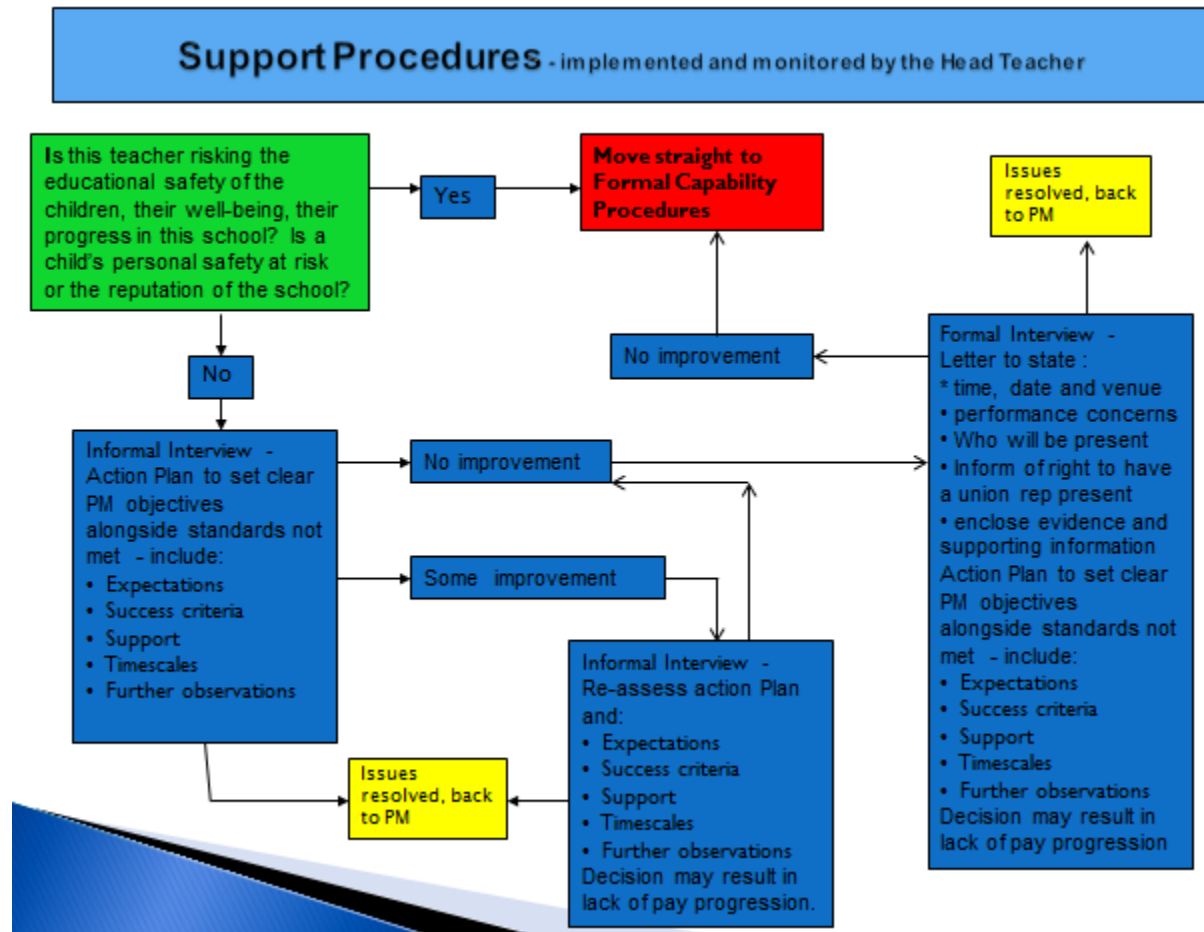
This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place.

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 Policy and Procedures

This policy aims to provide a framework for managers in the management of an employee's work to an acceptable standard to ensure effectiveness and efficiency. It aims to promote fairness and transparency in the treatment of employees whilst also ensuring that acceptable standards are maintained.

This policy applies to all staff within the school and aims to address *concerns in performance where:

- a) informal action has been unable to address these concerns
- or
- b) where they are serious enough to warrant formal action.

*A capability concern is when expected work standards are not achieved or maintained; where a child's education, safety or well-being is put at risk.

Informal Action and Support should be used in the first instance to address any concerns that may have arisen as part of the normal Appraisal / Performance Management process. Every effort will be made to resolve any issues at this stage by setting realistic, achievable targets within an acceptable timeframe. An outline of this process can be found in Annex B.

Formal Action should be taken when:

- satisfactory improvement has not been achieved following Informal Action and Support
- previous Formal Warnings have been given and renewed concerns have arisen
- concerns are so serious that they could not be resolved by Informal Action and Support

Formal Action

Our procedures show that Formal Action has three stages and these are outlined on page 13 'Timeline for Capability Procedures 'Formal Action''.

Stage One begins with a formal interview

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the member of staff to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for head teacher capability meetings) or head teacher (for other staff). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.* In other cases, the meeting will continue.

During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings (*e.g. which of the standards expected of teachers are not being met which areas of the job description are not being performed to agreed standards*);
- give clear guidance on the improved standard of performance needed to ensure that the member of staff can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be eight weeks;
- warn the member of staff formally that failure to improve within the set period could lead to withholding an increment / lack of progression on the pay spine or ultimately dismissal. In very serious cases, this warning could be a final written warning **(Stage 2)**.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period.

The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting.

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the member of staff will receive a final written warning (**Stage 2**).

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in withholding an increment / lack of progression on the pay spine or ultimately dismissal. They will also be given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting at the end of this second period of Monitoring and Review (**Stage 3**).

Stage 3 - Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the member of staff should be dismissed or required to cease working at the school (e.g. unattached teachers who work for the Local Authority).

Before the decision to dismiss is made, the school will discuss the matter with the Local Authority (*N.B. this is not a legal requirement but schools may find it helpful*).

The member of staff will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

In Foundation Schools, Voluntary Aided Schools and Foundation Special Schools, the governing body is the employer but the power to dismiss can be delegated to the head teacher, to one or more governors, or to one or more governors acting with the head teacher. In Community, Voluntary Controlled, Community Special, and Maintained Nursery schools, the power to determine that the member of staff should no longer work at the school can be delegated in the same way as above but it is the local authority (as the employer) that actually dismisses staff (or – for those who work in more than one school – requires them to cease to work at the school).

Decision to dismiss

The power to dismiss staff in this school has been delegated by the governing body to the Headteacher.

Dismissal

Once the decision to dismiss has been taken, the Governing Body will dismiss the teacher with notice.

Appeal

If a member of staff feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion, etc. will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

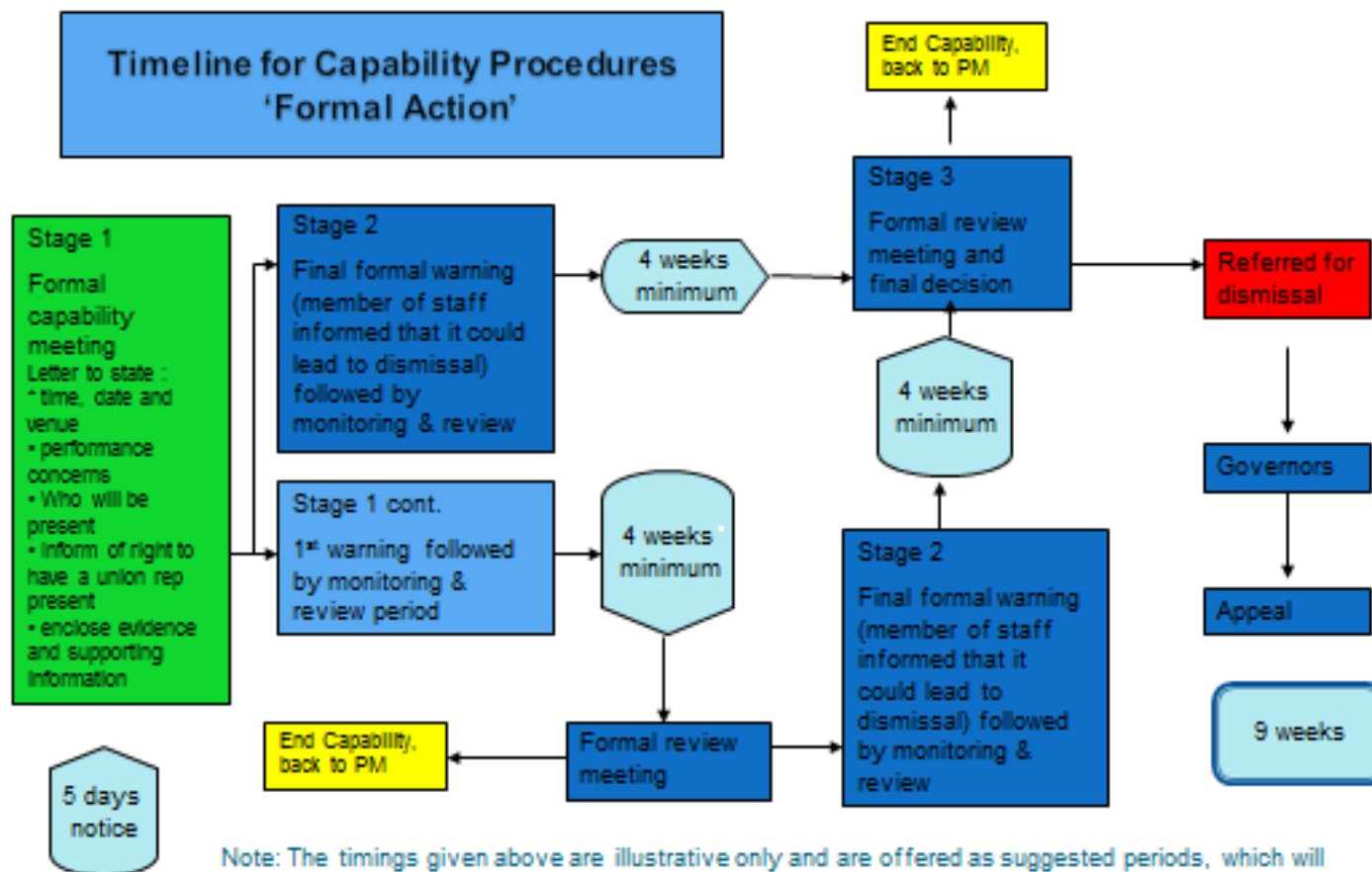
The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

The Stages of Formal Action and Potential Outcomes

Stage	Possible outcomes	Review Period
ONE • Formal Capability - First Warning • Followed by monitoring and review period • Review meeting	• Moved immediately to Stage 2. • Withholding of increment / progression to next pay point or grade • Back to Appraisal / Performance Management	Minimum 4 weeks
TWO • Final Warning • Followed by monitoring and review period • Review and Decision Meeting	• Withholding of increment / progression to next pay point or grade • Back to Appraisal / Performance Management	Minimum 4 weeks
THREE Decision Meeting	• Back to Appraisal / Performance Management • Referred for Dismissal	Dismissal period, including appeal process – minimum 9 weeks Appeals to be lodged within 5 working days.

Please refer to timeline shown on the following page



Note: The timings given above are illustrative only and are offered as suggested periods, which will be appropriate only in straightforward cases. All cases are individual and the length of monitoring and review period will be tailored to suit individual circumstances.

Appeals

Appraisees have a right of appeal against any entries written in an Appraisal Statement and at any stage of the Capability Process.

Sickness

If long-term sickness absence appears to have been triggered by the commencement of Capability Procedures, the case will be dealt with in accordance with the school's Absence Policy and will normally be referred to the Occupational Health Service as well as the school's HR provider. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the Occupational Health Physician will be taken into consideration before a final decision is reached.

Grievances

Where a member of staff raises a grievance during the Appraisal or Capability Process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently in line with the school's Grievance Policy.

Monitoring and Evaluation

The Governing Body and Leadership Team will monitor the operation and effectiveness of the Appraisal Process. The Head teacher will provide the Governing Body with a written report on the operation of the school's Appraisal and Capability Policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on: Race, Sex, Sexual Orientation, Disability, Religion and Beliefs, Age, Part-time Status, and Maternity and Pregnancy. The Head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

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.

Referred for dismissal

Conducting Formal Capability meetings.	The head teacher, a governor, the head teacher and governor(s) or a panel of governors could conduct a formal meeting. The governing body may delegate responsibility for formal action including the initial decision to dismiss, to the head teacher. However, the head teacher cannot take this decision if they have been directly involved in making the decisions on formal warnings leading to dismissal.
Appeals Rights of Appeal	An appeal should be made within 5 working days of the notice letter and notification of an appeal meeting will be given 10 working days in advance of that meeting. Appeals at Stage 1 or 2 will be restricted to hearing new evidence, the reasonableness of the initial decision and any irregularities that may have occurred. A committee of Governors (normally three and not previously involved in the case) will hear an appeal. The decision of the Appeal Committee is final. There is a Right of Appeal at each formal stage. Whilst an outcome of an appeal is pending, any actions, warnings or dismissal notices remain in force.
Absenteeism during the Capability process.	Contact HR provider to assess best course of action. Sickness would not normally be a factor in delaying the process. If the member of staff is 'signed off' from work, then inform Occupational Health and state where in the process you have reached. Also refer to the school's Absence Policy.
Dismissal	Community, Voluntary Controlled and Special Schools, the Governing Body will send an instruction and notification of dismissal will come from the Local Authority. Foundation, Voluntary Aided, and Academy are responsible for issuing dismissal notices.
Local Authority and Diocesan roles	For Community, Special and VC schools, the LA is entitled to attend all proceedings relating to dismissal. The LA may be given rights of attendance in Foundation and VA schools. VA schools should contact their local Diocese concerning rights of attendance.

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.

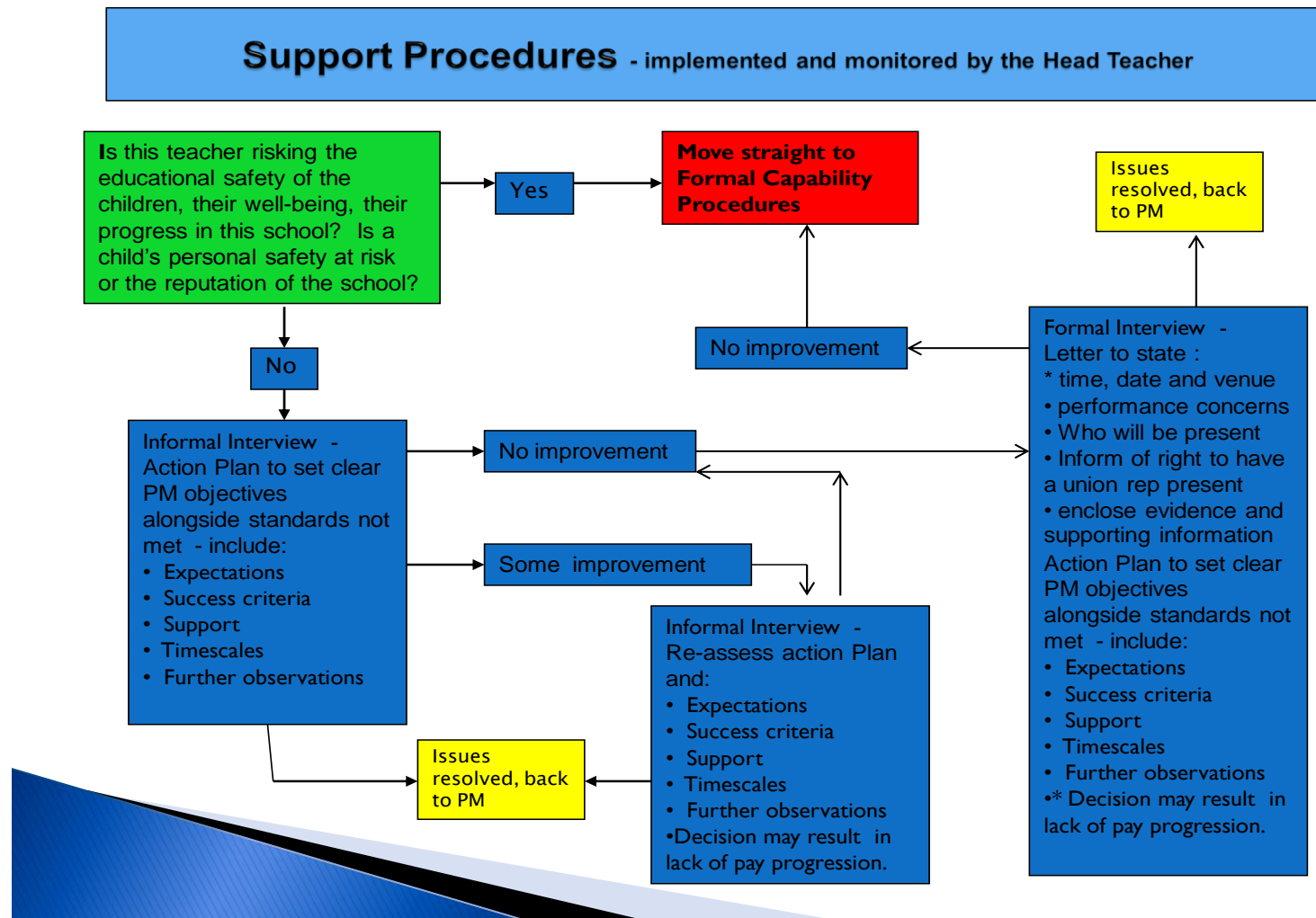
Part Two – Personal and Professional Conduct

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:

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	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