Hampreston CE (VA) First School

To Love God and to Love one another.

Appraisal and Capability Policy

(Dorset County Council Model)

To be read in conjunction with the Appraisal and Capability Procedure for Teachers and Guidance documents.

1. Introduction

1.1 Revised appraisal arrangements were introduced in 2012 in the Education (School Teachers' Appraisal) Regulations 2011. These arrangements are optional for academies.

1.2 From September 2014 pay progression for teachers has been based on their performance and achievement of objectives as reflected in their appraisal. The School's annual Pay Policy for teachers will set out what will be taken into consideration in determining pay progression. The text in bold in this policy covers information required by the Appraisal Regulations or School Staffing Regulations

1.3 Appraisal is central to both school improvement and teachers' personal development, as an on-going supportive process.

1.4 The school values good standards of performance and expects all employees to adhere to all school's standards, including Teachers Standards*. Teachers' performance is assessed against the relevant standards and also against their objectives.

1.5 Performance management runs through from appraisal to capability, hence their combination in the format of this policy, which also reflects the approach in the DfE model Appraisal and Capability Policy.

1.6 Capability refers to the fitness and ability of an employee to carry out satisfactorily, the job they are employed to do. Capability is assessed by reference to skills, aptitude, health or any other physical or mental quality.

1.7 A lack of capability can be defined as 'a situation in which an employee fails consistently to perform their duties to an acceptable standard' (ACAS). There is a need to differentiate between the issues causing the consistent failing to perform their duties – it may be incapability due to a lack of skills and need for development or incapability due to an underlying medical issue (medical incapability), which is dealt with separately in accordance with the Attendance Management Policy.

1.8 This Capability policy specifically deals with incapability due to a lack of skills or aptitude; it will be applied when a teacher's performance has seriously fallen below required standards. The aim is to improve the achievement of staff and students and to raise standards across the school.

1.9 This policy is based upon the ACAS Code of Practice, incorporates relevant legislation and should be read in conjunction with the Appraisal and Capability Procedure for Teachers and Guidance documents. It has been agreed following consultation with recognised trade unions and has been adopted by the Governing Body.

Teachers' Standards

The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum levels of practice expected. The appraisal will include an assessment of the teacher's performance against the relevant standards.

The School has set out its expectations of the standards applying to teachers at different stages in their careers in Annex 2 which has been made available to teachers in the school.

2   Scope

2.1   The policy applies to all teachers, including the Head teacher employed by the school except teachers on contracts of less than one term and those undergoing induction (i.e. NQTs).

2.2   The Appraisal regulations do not apply whilst a teacher is the subject of the formal capability procedure

2.3   Where identified performance issues are in respect of the Head teacher, references to the Head teacher should be replaced by Chair of Governors.

2.4   Reference to Teachers' standards applies to all teaching staff where those standards apply (for academies and free schools state arrangement regarding use of standards).

3   Purpose

3.1   This policy sets out the framework for a clear and consistent assessment of the overall appraisal of teachers, including the head teacher, and for supporting their development within the context of the school's improvement plan and the standards expected of teachers. It is not, however, intended to replace or restrict the normal day to day management and supervision of employees.

3.2   An effective appraisal process should:

- Identify, celebrate and disseminate good practice

- Identify areas for staff to improve their professional skills

- Identify performance that is below the standard expected and provide a supportive system to improve performance

- Include a recommendation on pay progression for the teacher

- Be an integral part of a school's self-evaluation process.

3.3   The aim of the Capability policy is to assist schools and employees in situations where the capability of a teacher is unsatisfactory; it provides a consistent and fair approach for dealing with capability issues where standards fall seriously short of requirements aiming to improve performance and raise standards.

4   Key principles

4.1   Confidentiality

- The whole appraisal and capability processes and the statements generated under them, in particular, will be treated with strict confidentiality at all times.

- Only the Head teacher and the employee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the employee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Employees will be told who has requested and has been granted access.

4.2   Conflict of interest

In any circumstances where an individual believes that their part of the appraisal or capability process may constitute a 'conflict of interest' they should declare this and/or absent themselves from any part of the process where such a conflict would prevail.

4.3   Consistency of treatment and fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal, pay progression and capability processes.

To ensure this in relation to appraisals the following provisions are made regarding moderation, quality assurance and objective setting.

Quality assurance

The Head teacher has determined that s/he will be the reviewer for all teachers.

4.3   Support and facilitate improvement

4.3.1   The Head teacher and their Governing Body are committed to helping their employees achieve high quality performance standards and to ensure that employees are supported in achieving those standards.

4.3.2   The school will seek to ensure that all employees are provided with appropriate induction and supervision. All employees will receive regular appraisal as set out in the School's Appraisal Policy. Performance targets will be agreed, established and regularly reviewed.

4.3.3   Employees experiencing difficulties will be provided with appropriate support to facilitate their improvement.

4.4   Monitoring and Evaluation

- The governing body will monitor the operation and outcomes of appraisal arrangements.

- The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

  - the operation of the Appraisal and Capability policy;
  - the effectiveness of the school's Appraisal Procedures;
  - Teachers' training and development needs.

- The Head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

4.5.   Addressing Concerns

4.5.1   Any concerns will be addressed promptly, fairly and consistently.

4.5.2   Initial concerns regarding the standard of work performance of the teacher should generally be discussed with the employee by the Head teacher (or delegated Manager or Deputy) as appropriate, via the normal supervisory process or via the Appraisal cycle. The Capability Procedure applies only to teachers or Head teachers about whose performance there are serious concerns and provides a means whereby more serious issues may be dealt with.

4.6   Appraisal/Capability and ill-health

If implementing the Appraisal/Capability policy triggers an episode of sickness absence a prompt referral to Occupational health will be arranged to assess the employee's health and fitness for employment. The Appraisal/Capability Policy will be on hold during any period of sickness absence and   phased return to work.

5   APPRAISAL

5.1   The Appraisal Cycle

- The appraisal cycle will run on an annual basis. The appraisal period will normally run from October to July

- Appraisal planning, reviews and pay recommendations must be completed for all teachers by 31 November and for head teachers by 31 December.

- The appraisal cycle will begin with a planning meeting and end with a review meeting. Mid-year review meetings may also be held if agreed and considered necessary.

- Teachers, who are employed on a fixed term contract of less than one year, will have their appraisal managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

- Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

- Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

- Where an appraisal cycle is impacted by sickness absence, reviews should be rearranged as soon as practicable upon the employee's full return to work and there will be no detrimental effect on the employee. The employee's performance will be evaluated on their work up to the point of their absence and account taken of the timescale of the cycle.

5.2   Appraisers

5.2.1   Appraisers (for the Head teacher)

- The head teacher will be appraised by the Governing Body, supported by an external adviser.

5.2.2   Appraisers (for Teachers)

- All reviewers must be appropriately trained to review appraisal effectively and ensure equal treatment.

- In the case where the Head teacher is not the teacher's line manager, the Head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that: **The Head teacher will be the reviewer for all teachers in this school.**

- Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

- Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher.

- Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

- All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

5.3   Objectives

- The objectives agreed with each appraisee will contribute to the school's plans for school improvement, improving pupil progress and the professional development of the teacher. *See guidance on 'Setting Objectives' Toolkit Appendix 4.*

- The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities, and experience and hours. They should reflect the need for a satisfactory work-life balance. For part-time staff they will be proportionate to hours worked.

- They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria, including preparation for threshold application.

- The reviewer and appraisee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. The objectives must be reasonable within the timescale allowed.

- The objectives should be fair when judged with employees in similar roles but will normally be more challenging as a teacher progresses.

- Appraisees who have responsibilities outside the classroom should normally expect to have objectives related to those responsibilities included, e.g. leadership of a subject.

In this school (choose as applicable):

- All teachers, including the head teacher, will have no more than 3 objectives. (3 is recommended as the maximum.) However, in certain circumstances (e.g. for part-time staff) fewer than 3 would may be appropriate (e.g. for part-time staff, where workload should be proportionate); in exceptional circumstances it may be acceptable to set more than 3 objectives but the workload attached to these must be proportionate to the workload involved in 3 objectives.

- Teachers, including the head teacher, will not necessarily all have the same number of objectives.

- Though appraisal is an assessment of the overall appraisal of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles or responsibilities. Objectives will therefore, focus on the priorities for an individual for the cycle.

- At the review stage it will be assumed that those aspects of a teacher's roles or responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations and professional standards have been carried out satisfactorily.

5.4 Review

5.4.1 Observation

- The number and type of classroom observation will depend on the individual circumstances of the appraisee and the overall needs of the school. Normally no more than three visits will be made unless additional visits are required to address significant concerns have been identified and these have been documented with appropriate evidence.

- In any observation of a teacher's practice, clear criteria about how that practice will be judged should be established and shared with the teacher before any observation has taken place.

- Toolkit Appendix 2 is a model observation policy and it is strongly recommended that schools adopt this policy.

- This school will not grade observations for the purpose of appraisal.

- In addition to formal observation, head teachers or other leaders may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. This will be part of the school's self-evaluation and is not part of the appraisal process. The school has a separate protocol for drop-in visits.

5.4.2 Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development – see 5.5 below.

5.4.3 Feedback

Appraisees will receive feedback on their performance throughout the year and as soon as practicable after any observation and normally within 5 working days. (Schools to indicate any particular points in the year when this might happen – e.g. linked to assessments of pupil results or department reviews).

5.4.4 Formal Assessment

- At the end of the cycle, each appraisee's performance will be formally assessed.

- This assessment is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in a series of informal meetings which will take place (e.g. once a term). This process should not lead to additional objectives being set but there could be modification to existing objectives.

- There should be no 'surprises' at the end of the review period. If the reviewer has any concerns about performance, these should be discussed with the appraisee as soon as possible so that s/he has an opportunity to address these issues.

- The appraisee will receive – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

  - Details of the appraisee's objectives
  - an assessment of the appraisee's performance against their objectives for the relevant period and the relevant standards expected of teachers, having regard to their job description/role in the school;
  - a determination of the teacher's training and development needs and the actions that will be taken to address them;
  - a recommendation on pay progression

5.5   Training and Support

- The school wishes to encourage a culture in which all teachers expect to undertake a programme of continuing professional development that is linked to school improvement priorities and to their own individual ongoing professional development priorities and needs.

- The school's CPD programme will be informed by the training and development needs identified in the training annex of the appraisees' planning and review statements.

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

- An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal in the school.

5.6   Appeals

- At specified points in the appraisal process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements.

- Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

- Appeals will be heard by the Head teacher (unless the Head teacher is the reviewer, where the appeal will be heard by a nominated governor). If this does not resolve the appeal, a panel of three governors will review the appeal.

6   Pay progression linked to performance

6.1   Performance-related pay progression enables schools to recognise and reward a teacher's performance through an increase in pay. The appraisal (and pay) process should allow teachers to demonstrate their overall performance and act as an incentive for continuous improvement; the quality of the appraisal system is critical to the effectiveness of this (refer to DfE 'Implementing your school's approach to Pay').

6.2   The Governing Body will review teachers' salary annually within the relevant pay ranges and will set out clearly in the school's Pay Policy how pay progression will be determined.

6.3   Where teachers are eligible for pay progression the recommendation will be based on an assessment of performance against agreed performance objectives; teachers will need to have made

good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' standards.

6.4   All pay recommendations should be clearly attributable to the performance of an employee.

6.5   A pay recommendation will be made in writing as part of a teacher's annual appraisal report

7   Teachers experiencing difficulties

7.1   When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved.

7.2   Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

7.3   The appraiser, the Head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher (for details refer to procedure).

7.4   Where issues are identified outside of that process, then exceptionally the informal process outlined at Procedure Appendix 1, which mirrors the above Appraisal process should be followed initially, except in cases of gross incompetence.

7.5   The timescale for monitoring an employee being supported by an action plan will typically be between 4-10 weeks but will depend upon the circumstances of the case, in serious cases a shorter period is more likely to be appropriate.

7.6   The teacher will receive regular feedback and support will be modified if necessary throughout the monitoring period. A review meeting will be held at the end of the monitoring period to confirm whether there has been sufficient progress or not.

7.7   If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of the Capability procedure being invoked the teacher should be informed of this at a review meeting and the appraisal process will continue as normal.

8   Transition to Capability

8.3   If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting (instead of a 'Review meeting') with the appraiser or Head teacher to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. They will have the right to be accompanied by a trade union representative or work colleague. This is not part of the formal capability procedure.

8.4   Action under the Capability Policy and Procedure is designed primarily to achieve improvement through consistent, appropriate and reasonable support mechanisms rather than to exact a penalty. When dealing with issues of capability, the approach taken will be supportive, fair and objective at all times. The emphasis will be on facilitating improvement as far as possible.

8.5   The Formal Capability Procedure should only be invoked after support and guidance has been provided to the teacher under the Appraisal Process (or the Informal Procedure outlined at Procedure Appendix 1). If no, or insufficient progress is made during this time then the Formal Capability Process can be invoked.

8.6   Dismissal may arise following the exhaustion of reasonable avenues provided by the Capability Procedure.

8.7   The employee will be encouraged to contact their trade union representative at the commencement of the procedure and the employee will have the right to be represented at all stages of the formal procedure.

8.8   The Head teacher may seek advice from Learning and Inclusion advisers regarding appropriate educational targets and standards within action plans.

8.9   The Capability procedure must be followed fully and properly within an adequate timeframe, with adequate support to facilitate improvement, as not to do so may render any action taken unfair.

8.10   Employees will be made aware that whilst they are subject to the capability procedure normal appraisal arrangements will be suspended.

Annex 1 Legal context and reference documents

Revised appraisal arrangements come into force on 1st September 2012. They are set out in the Education (School Teachers' Appraisal) Regulations 2011 which replace The Education (School Teacher Performance Management) (England) Regulations 2006.

Further reference documents

- Appraisal and Capability Policy and toolkit for Teachers

- This provides detailed policy guidance in regards to Appraisals and Capability. There is further guidance on conducting hearings and appeal hearings as well as presenting cases at hearings. Also provided in the toolkit are model letters for use at specific stages of the procedure.

- Management of Attendance Policy and Toolkit for School Based Employees

- This provides detailed policy guidance with regards to Management of Attendance. It would be appropriate to refer to this policy when dealing with cases of medical incapability.

- Disciplinary Policy and Toolkit for School Based Employees

- This provides detailed policy guidance with regards to conduct. It would be appropriate to refer to this policy to distinguish between capability and conduct.

- Guidelines for referrals to Occupational Health

- These guidelines should be referred to when referring cases of medical incapability to Occupational Health.

- Stress Management Policy for School Based Employees

- This policy should be referred to when dealing with cases of stress.

- Equal Opportunities in Employment

- This policy can be referred to in order to ensure adherence to Equal Opportunities throughout the capability procedure.

Legal Context

The Employment Rights Act 1996 states that a dismissal is fair if it:

'relates to the capability or qualifications of the employee for performing work of the kind which he was employed by the employment to do' S.98(2)

'Capability' in relation to an employee, means his capability assessed by reference to skill, aptitude, health or any other physical or mental quality S.98(3)(a)

'Qualifications', in relation to an employee, means any degree, diploma or other academic, technical or professional qualification relevant to the position which he held. S.98(3)(b)

The determination of the question whether the dismissal is fair or unfair (having regard to the reason shown by the employer) - S.98(4)

a)   Depends on whether in the circumstances (including the size and administrative resources of the employer's undertaking) the employer acted reasonably or unreasonably in treating it as a sufficient reason for dismissing the employee; and

b)   Shall be determined in accordance with equity and the substantial merits of the case.

The ACAS, Code of Practice - 'Discipline at Work' sets out some key points regarding under performance:

- Careful recruitment, selection and training will minimise the risk of poor performance.

- When employment begins, the standards of work required, the consequences of failure to meet them and conditions attaching to any probationary period should be fully explained.

- Where warnings are in operation, an employee should be given both time to improve and, where appropriate, training.

- The availability of suitable alternative work should be considered before dismissal action is taken.

Other legal considerations

The Education Act 2002

School Staffing (England) Regulations

Teachers' Standards 2012

Should further guidance be required, please contact your Human Resources Adviser.

Annex 2 Hampreston CE (VA) First School Teacher's Standards

TEACHING STANDARDS

Progression through the standards will be developmental and will apply to all staff

STANDARD 1: A teacher must set high expectations, which inspire, motivate and challenge pupils

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Behaviour rules and routines are established such that all lessons provide a safe environment for pupils (e.g. all listen while anyone else is talking, no personal comments are made).	Behaviour rules and routines are established such that all lessons provide a safe and stimulating environment for pupils (e.g. pupils volunteer to answer and ask questions).	The environment is well established and based on mutual respect such that pupils self and peer regulate (e.g. refuse to accept distraction).	Be involved in supporting others and role modelling how to create and maintain a positive and stimulating environment, mainly within the department.	To support other staff, possibly from other curriculum areas, in ways to create excellent and productive environments.
The physical environment is tidy; equipment and resources are treated respectfully.	There are displays of specific resources, which aid/support learning, and of exemplar pupil work, some of which is graded.	Displays are engaging and provide an effective learning resource. There is pupil work, which is annotated and graded.	Share good practice concerning learning displays, mainly within curriculum area.	Lead initiatives concerning learning environment, which may be whole school in nature.
Follow Hampreston First School code of conduct.	Follow Hampreston First School code of conduct.	Follow Hampreston First School code of conduct.	Follow Hampreston First School code of conduct.	Follow Hampreston First School code of conduct.
Teachers expect all pupils to display all expected positive attitudes, values and behaviours.	Teachers involve pupils in the identification and adoption of the range of positive attitudes, value and behaviours expected. In general, all pupils behave accordingly.	These high expectations are so well embedded in classroom practice, that an overwhelmingly positive culture is created.	Teachers are involved in supporting others in creating a positive culture; mainly within their curriculum area.	Teachers support others in creating a positive culture; this may be whole school in nature.

STANDARD 2: A teacher must promote good progress and outcomes by pupils

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
In general, most pupils will make nationally expected levels of progress.	In general, almost all pupils will make nationally expected levels of progress.	In general, around almost all pupils will make nationally expected levels of progress with a few achieving above this.	Almost all pupils achieve in line with nationally expected progress and many above this. Teachers will be involved in sharing good practice concerning pupil progress.	Almost all pupils achieve in line with nationally expected progress and many achieve above this. Teachers will play a leading role in sharing good practice and this may be whole school in nature.
Teachers are aware of all data provided on pupil attainment and use it effectively to support the target levels for pupil progress. Within lessons, prior knowledge is regularly ascertained.	Data issued with increasing effectiveness in order to achieve stated targets for pupil progress and awareness of different groups. Within lessons, prior knowledge is always ascertained. (e.g. use of a variety of techniques to ascertain knowledge).	Data is used and patterns increasingly identified, in order to achieve stated targets for pupil progress and awareness of different groups. Ascertaining of prior knowledge is fully embedded as part of the teacher's practice.	Teachers help to analyse pupil progress within different groups (e.g. gender, ethnicity etc.) within own class. Teachers are involved in the auditing and development of resources to ascertain prior knowledge.	To initiate and sustain interventions aimed at improving progress within specific groups and monitor the effectiveness of these interventions. To lead in the development of resources which enable the effective ascertain of prior knowledge.
All pupils are set and know their current targets; current attainment and progress are discussed in general. Some pupils can comment on their own strengths and weaknesses.	Individual progress is discussed and pupils can take ownership of their own targets with significant support from the teacher. Most pupils can identify their strengths and weaknesses.	Most pupils take ownership of their own targets and there is peer discussion regarding progress and targets. All pupils can identify their own strengths and weaknesses.	Be involved in developing, implementing and sharing good practice concerning target setting. Support others on how to encourage pupils to reflect.	Support other staff with target setting, sharing targets and developing reflection on learning with pupils. This may have a whole school context.

STANDARD 3: A teacher must demonstrate good subject and curriculum knowledge

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Teachers have secure subject knowledge to deliver the curriculum.	Teachers develop their own subject knowledge to enhance the curriculum. Teachers contribute to the development of the curriculum within their team.	Teachers demonstrate that their own subject knowledge is current and related to everyday life. Teachers are responsible for updating their own curriculum area.	Teachers take responsibility for whole school Teaching and Learning foci within school. They support less experienced staff in developing their own curriculum knowledge.	Teachers reflect on current courses/content to develop the curriculum to be creative. They contribute to the evaluation of the curriculum with respect to attainment and enjoyment, using pupil voice where appropriate.
Teachers maintain the pupils' interest in their subject. Teachers openly value learning and encourage pupils' intellectual curiosity.	Teachers enthuse pupils with their own passion and knowledge. The value of learning and intellectual curiosity is openly discussed.	Teachers inspire pupils to be creative in their subject. Teachers model the value of learning and intellectual curiosity and creativity through their own personal development.	Teachers use personal enthusiasm for their subject to lead wider learning opportunities (e.g. UK Maths Challenge). Teachers develop initiatives within school that celebrate learning.	Teachers audit and evaluate wider learning opportunities. Teachers lead initiatives that celebrate learning and share these ideas within school.
There is evidence in all lessons that teachers are supporting literacy. Teachers' own levels of literacy are high. All teachers contribute to the delivery of the school Development plan.	All literacy that is used by teachers on the board displays and in books is of a high standard. All teachers contribute to the delivery of the school Development plan.	Teachers illustrate good literacy at every pertinent opportunity within the subject and on a cross-curricular basis. Teachers lead a key area of the school Development plan.	Teachers develop literacy initiatives within a key stage in line with the School Development Plan. Teachers lead a key area of the school Development plan.	Teachers monitor and evaluate the use of literacy within a key stage or across the school. Teachers lead a key area of the school Development plan.

Teachers use a variety of teaching styles which show understanding of pupils' learning styles (eg: teacher-led, independent, paired and use of a variety of resources).	Teachers use a wider variant of teaching styles which show a deeper understanding of pupil learning styles (eg: group work, peer assessment, pupil led teaching).	Teachers reflect on their teaching practice and adapt style and resources accordingly.	Teachers reflect on their teaching practice and adapt style and resources accordingly.	Teachers reflect on their teaching practice and adapt style and resources accordingly.
Basic AFL techniques are used to assess learning in lessons. Teachers use exemplar work as a motivational tool and discuss it in class.	A wider range of AFL techniques are frequently used in lessons and acted upon. Teachers regularly use exemplar work to motivate pupils.	The use of AFL techniques is fully embedded in lessons, including the use of more advanced questioning techniques.	Teachers share good practice in the use of a wide range of AFL techniques with colleagues. They play a role in supporting others with the production of exemplar work.	Teachers evaluate the effect of AFL practice within a key stage or across the school. They play a lead role in the production of exemplar work.

STANDARD 4: A teacher must plan and teach well-structured lessons

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
All lessons are structured such that pupils acquire knowledge and develop understanding effectively. Majority of teaching is good with none inadequate.	All lessons are structured such that the pupils maximise the acquisition of knowledge and understanding. Most teaching is good with none inadequate.	All lessons are structured such that pupils maximise the acquisition of knowledge and understanding. Teaching is almost all good and a minority is outstanding.	Teachers support other staff in the school to maximise learning and understanding skills. Plan and lead staff INSET. Teaching is almost all good and a majority outstanding.	Teachers support other staff throughout school to maximise learning and understanding skills. Plan and lead staff INSET. Teaching is almost all good and a large majority is outstanding.
Lessons usually involve an effective plenary where pupils reflect on progress made in the lesson.	Lessons involve an effective plenary where pupils reflect on progress made in the lesson and lessons are adapted in light of plenary outcomes.	Effective plenaries are fully embedded in all lessons where appropriate. Future lessons are always adapted based on plenary outcomes.	Teachers will be involved in developing and sharing effective plenaries with colleagues, mainly within their own subject area.	Teachers support others in plenary techniques. This may have a whole school context.
Teachers set and mark, out of class work to consolidate learning.	Teachers set and mark out of class work, which sustains and extends learning.	Teachers develop pupils' ownership of their learning by creating stimulating out of class projects.	Teachers design out of class projects which facilitates independent learning. They share these activities with the key stage or with a wider school audience.	Teachers design cross-curricular out of class projects and demonstrate the effectiveness of these activities to others.
Teachers suggest ideas to produce improvements in learning within their own classroom.	Teachers share responsibility for developing the curriculum and suggest ideas to produce improvements in learning within year groups.	Teachers share responsibility for developing the curriculum and suggest ideas to produce improvements in learning within the Key stage.	Teachers share responsibility for developing the curriculum and suggest ideas to produce improvements in learning within the school and lead, monitor and evaluate.	Teachers share responsibility for developing the curriculum and suggest ideas to produce improvements in learning within the school and lead, monitor and evaluate. Teachers will report to stakeholders.

STANDARD 5: A teacher must adapt teaching to respond to the strengths and needs of all pupils.

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Teachers are able to differentiate in order to satisfy the needs of individual pupils. All additional information, such as SEN, is used to inform planning.	Teachers are competent to differentiate using varied techniques and strategies. All additional information, such as SEN, is used to inform planning.	Teachers have a secure understanding of how and when to effectively differentiate using a variety of strategies and approaches to ensure that pupils are being taught effectively. All additional information, such as SEN, is used to inform planning.	Teachers contribute to the development of differentiation strategies within school and share good practice. All additional information, such as SEN, is used to inform planning.	Teachers are responsible for promoting and improving differentiation within school. All additional information, such as SEN, is used to inform planning. They may be involved in whole school development regarding differentiation.
Teachers understand and appreciate that there are a range of factors that inhibit a pupil's ability to learn and this understanding begins to inform teaching e.g.: EAL, reading age etc.	Teachers have a secure understanding of the range of factors which can affect a pupil's ability to learn and implement strategies to address these.	Teachers are adaptable and confident in dealing with a range of factors affecting pupils and the arising issues.	Teachers have an extensive knowledge of these factors and apply this regularly to everyday situations. Teachers act as a role model for colleagues on how to encourage pupils to overcome difficulties.	Teachers support others in this area and develop strategies to overcome inhibiting factors. These are shared with colleagues.
Teachers are aware of a pupil's intellectual, physical and social development, and how to cater for their needs. Teachers have an overall understanding of how to use information on pupils' needs.	Teachers understand pupils' uniqueness and use a variety of teaching styles in order to support their learning at different stages of development. Teachers consistently use pupil information and adapt teaching approaches to meet the needs of all pupils.	Teachers have a secure understanding of pupil individuality and uniqueness and use this to progress the pupil's learning at different stages of development.	Teachers are involved in sharing good practice with colleagues re: teaching strategies taking account of pupil development. Teachers are involved in initiatives, such as activities to challenge and develop Gifted and Talented.	Teachers take a leading role in developing these strategies and work with others in planning and implementing them. Teachers play a leading role in evaluating how the school caters for individual needs and groups and ways that this can be improved. They share plans and strategies with colleagues.

STANDARD 6: A teacher must make accurate and productive use of assessment

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Teachers have secure knowledge of assessment and how progress is measured with respect to National Curriculum levels and external examinations. Expected progress across all key stages is understood.	As MC2	As MC2	Teachers support colleagues in their understanding of assessment and expected progress.	As UPS1
Teachers use a range of strategies formative and summative, to assess pupil progress e.g.: homework, questioning etc.	Teachers use a wide range of formative and summative assessment strategies in all lessons to inform teaching.	Teachers anticipate where they may need to intervene and do so with notable impact on the quality of learning.	Teachers collaborate with other staff to share best practice in use of assessment. They lead best practice.	With the subject leader, teachers evaluate strengths and weaknesses in assessment practice across the key stage to inform improvement plans and interventions.
Teachers meet school expectations for data collection and analysis.	Teachers meet school expectations for data collection and analysis.	Teachers meet school expectations for data collection and analysis.	Teachers meet school expectations for data collection and analysis.	Teachers meet school expectations for data collection and analysis.
	Teachers are confident to adapt teaching in response to need identified through assessment.	Teachers are confident to use summative assessment to identify areas for their own development.		They lead best practice.
Teachers access all relevant data for their classes and this informs planning and pupil target setting.	Teachers access all relevant data for their classes and this informs planning and pupil target setting.	Teachers access all relevant data for their classes and this informs planning and pupil target setting.	Teachers access all relevant data for their classes and this informs planning and pupil target setting.	Teachers access all relevant data for their classes and this informs planning and pupil target setting.
Teachers analyse data for their classes to monitor progress and set targets.	Teachers analyse data for their classes to monitor progress and set targets.	Teachers analyse data for their classes to monitor progress and set targets.	Teachers analyse data for their classes to monitor progress and set targets.	Teachers analyse data for their classes to monitor progress and set targets.

Teachers develop strategies to meet these targets.	Teachers develop strategies to meet these targets.	Teachers develop strategies to meet these targets. Teachers identify progress trends within their classes i.e.: EAL, EMA, SEN, G & T and plan to move these groups forward.	Teachers develop strategies to meet these targets. Be aware of trends across school i.e.: G & T, set targets and plan strategies accordingly. Provide relevant reports.	Teachers develop strategies to meet these targets. Teachers conduct analysis of data to assess pupil progress; identify and lead interventions to improve progress for a particular group/cohort/subject. Provide relevant reports.
Teachers follow the school Marking & Feedback, and Assessment policies.	Teachers follow the school Marking & Feedback, and Assessment policies.	Teachers follow the school Marking & Feedback, and Assessment policies.	Teachers follow the school Marking & Feedback, and Assessment policies.	Teachers follow the school Marking & Feedback, and Assessment policies.

STANDARD 7: A teacher must manage behaviour effectively to ensure a good and safe learning environment

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Teachers follow the school's expectations for behaviour and procedures within lessons. They support school's expectations outside the classroom. Safeguarding, health & safety policies are followed by all.	Teachers demonstrate clear, explicit expectations and procedures through modelling appropriate behaviours in and outside of the classroom that reflect the school's expectations and ethos. Safeguarding, health & safety policies are followed by all.	Teachers show a level of responsibility for, and act upon, school-wide behaviour. Expectations and procedures are evident and championed. Safeguarding, health & safety policies are followed by all.	Teachers provide support and advice to others within the school with behaviour management. Safeguarding, health & safety policies are followed by all.	Teachers monitor the effectiveness of aspects of behaviour management, joining discussions to evaluate future needs. Safeguarding, health & safety policies are followed by all.
Teachers use clear and consistent strategies to ensure appropriate behaviours.	Teachers use a wide range of behavioural strategies to ensure good behaviour.	Teachers begin to support the delivery of behaviour strategies with peers. Mentor and support on behaviour strategies.	Teachers monitor, maintain and support the high expectations of appropriate behaviours throughout school.	Teachers monitor, maintain and support the high expectations of appropriate behaviour to the whole school community. Every opportunity is taken to underpin the school ethos.
Teachers effectively manage to create a secure environment which fosters engagement with learning. Teachers foster good professional relationships with pupils.	Teachers show a variety of techniques within a secure environment to increase pupil participation. As MC2	Teachers manage behaviour flexibly and confidently to maximise participation within the secure environment they create. As MC2	Teachers model for other staff, the delivery of appropriate and positive behavioural strategies which improve pupils' engagement with their learning As MC2	Teachers engage in discussions and working parties to see that procedures and strategies continue to effectively meet the need for improving behaviour and engagements with learning. As MC2

STANDARD 8: A teacher must fulfil wider professional responsibilities.

M2 (Maintain)	M4 (Secure)	M6 (Developed)	UPS 1 (Extensive)	UPS 3 (Lead)
Teachers take responsibility for planning and leading external trips.	Teacher confidently executes all mentor duties with support required.	Teacher confidently executes all mentor/coaching duties.	Teachers support others to undertake mentor/coaching duties.	Teachers support others to undertake mentor/coaching duties.
Teachers engage in extra-curricular activities	Teachers take responsibility for planning and leading external trips.	Teachers take responsibility for planning and leading external trips.	Teachers support others across the key stage for planning and leading external trips.	Teachers support others across the key stage for planning and leading external trips.
		Teacher supports activities in school, which develop whole school focus.	Teachers support external trips or links with the community.	Teachers actively seek positive links with the local community, leading initiatives that support this.
	Teacher engages in extra-curricular activities.	Teacher engages in extra-curricular activities.	Teacher leads in extra-curricular activities.	Teacher leads in extra-curricular activities.
Teachers attend all scheduled meetings and act on the decisions/requests made at a key stage and whole school level. They recognise their own weakness and draw on advice and specialist support as necessary.	Teachers attend all scheduled meetings and act accordingly. They have the confidence to contribute positively to discussions at these meetings. They continue to draw on advice and specialist support as necessary.	Teachers support other members of the department to act upon decisions/actions agreed at all the meetings.	Teachers take an active part in scheduled meetings and volunteer to be part of working parties addressing a school focus or development.	Teachers take an active part in scheduled meetings and volunteer to lead working parties addressing a school focus or development.
Teachers are aware of pupils' needs; they communicate with support staff when required.	Teachers develop personal knowledge of strategies to use with a variety of pupils' needs. They set clear targets in collaboration with support staff.	Demonstrate a thorough knowledge of individual pupils' learning needs and collaborate with support staff within the key stage to ensure they are met.	Demonstrate a thorough knowledge of individual pupils' learning needs and collaborate with/mentor support staff within the key stage to ensure they are met.	Demonstrate a thorough knowledge of individual pupils' learning needs and collaborate with/mentor support staff within the key stage or across the school to ensure they are met.

Attend courses appropriate to personal development identified by mentor or subject leader. They respond positively to advice and cascade new knowledge to colleagues.	Attend courses relevant to development targets. Cascade new knowledge to colleagues. Respond positively to feedback and advice from colleagues.	Attend courses relevant to personal, departmental and whole school targets. Cascade new knowledge to colleagues. Respond positively to feedback and advice from colleagues.	Take a lead in sourcing new/updated information from external agencies. Feedback as appropriate.	Teachers are responsible for sourcing new/updated information from external agencies. Feedback to whole school as appropriate.
Enter data and write reports with advice if necessary. Meet all deadlines for data and reports. Interact with parents with the knowledge and support of the Key Stage Leader, Assistant Head or Deputy Head. Attend parents' evenings and display a good knowledge of individual pupils.	Complete reports and data entry on time and demonstrate an in depth knowledge of pupils. Confidently contact home. Attend parents' evenings and demonstrate an in-depth knowledge of individual pupils.	As M4 Confidently contact home. Attend parents' evenings and demonstrate an in-depth knowledge of individual pupils.	Offer support and guidance for report writing, data entry and parents' evenings. Confidently contact home. Attend parents' evenings and demonstrate an in-depth knowledge of individual pupils.	Monitor reports are completed on time within area of responsibility. Confidently contact home. Attend parents' evenings and demonstrate an in-depth knowledge of individual pupils.
Attend a wide range of school wide events. Attend PTA events.	Attend and contribute to a wide range of school wide events. Attend PTA events.	Plan and implement school wide events. Attend PTA events.	Plan, implement and evaluate a wide range of events and initiatives. Attend PTA events.	Plan, implement and evaluate a wide range of events in school, liaison groups and liaise with other stakeholders in these events/initiatives. Attend PTA events.