

**Performance Management Guidance, Process and Proformas**

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# Purpose

This document provides guidance for schools and central team line managers in relation to performance management and appraisal and it contains all the templates and proformas that Trust staff should use to accompany the Performance Management Policy.

Local Governing Boards (LGBs) should take note of the delegated expectations set out in the Trust scheme of delegation and ensure that the relevant process and proformas are used to complete the appraisal process. LGBs may request additional information, but the proformas establish the minimum expectations.

# Context

The Diocese of Gloucester Academies Trustperformance management policy is expected to be followed for all employees within the Trust. The Trust, as employer, expects all staff working in schools within the Trust to have the benefit of performance management and the opportunity to flourish developing their individual expertise and skills. The scheme of delegation identifies the requirements for all proposals for pay progression to be submitted to the Trust for final approval.

# Performance Management Cycle

The anticipated performance management cycle will align with school self-evaluation and development planning and financial planning cycles and with the cycle of Trust Board reporting. Headteachers, teachers and central team performance management will be completed by 31 October. For support staff there is no legal period set for completion, but the Trust has determined that all support staff will be completed by 31 December.

# DfE Guidance

The DfE provides a range of advice relating to teacher standards and appraisal policy and guidance and this is available on the Trust website. There is also non statutory guidance available for teaching assistants and this is also available on the Trust website.

# Roles and Responsibilities

## Trust and School Leaders must

* Implement the Trust’s Policy for performance managing staff.
* Ensure all staff are informed about the policies and what is expected of them.
* Ensure that line managers have the knowledge and skills to undertake performance management.
* Ensure teachers are appraised in accordance with the policy.
* Report on progress towards the anonymised targets to the LGB

## Local Governing Boards

* Monitor the implementation of the Trust’s Performance Management Policy.
* Ensure that leaders have completed staff performance management within the agreed timescales.
* Review the impact of the policy through the headteacher’s report to governors

## The Trust

* Agree the Performance Management Policy for Trust.
* Consult headteachers and union representatives, as appropriate.
* Agree the extent to which specific functions relating to pay determination and appeals processes will be delegated to others, such as the headteacher.

# Appendix 1 - Outline of the process for Headteacher Performance Management

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| DCEO/REL arranges a Sept/Oct date with the headteacher for the annual performance management. This will usually be at the last HT Day of the preceding year. |

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| The headteacher ensures that this date is shared and agreed with the appointed governor from the Local Governing Board. |

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| Five days ahead of the meeting the DCEO/REL will send the previous year’s PM information, a copy of the policy, and the headteachers’ standards to the headteacher. The headteacher will ensure that the appointed governor has copies of these documents ahead of the meeting. |

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| The headteacher self-evaluates against the previous year’s objectives and collates the evidence of their impact, in readiness for the meeting. |

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| The DCEO/REL meets with the headteacher 1:1 to review the evidence and proposed objectives for the coming year. The meeting is approximately 45 - 60 minutes. |

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| Immediately following this the DCEO/REL meets with headteacher and appointed governor to review and celebrate the previous year’s successes, acknowledge any frustrations, and set new objectives for the coming year. The DCEO/REL will identify with the headteacher what additional support and/or continuing professional development and learning is required to enable these objectives to be met. The headteacher’s workload and wellbeing will be discussed during this conversation. Arrangements for monitoring the progress of the objectives are agreed. The evidence to be collected is recorded on the PM form. |

|  |
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| Mid-year review arrangements are set with the appointed governor who will lead this aspect of the process and ensure paperwork is updated accordingly. |

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| The DCEO/REL writes up the headteacher’s PM and ensures that this is returned to the headteacher in draft within five working days to ensure that they are content with the objectives for the year ahead. |

|  |
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| The headteacher reviews and confirms the PM document with the DCEO/REL and returns it via email within five working days. The DCEO/REL then returns the finished version of the document to the headteacher within a further five working days. The headteacher shares this completed document with the appointed governor within five working days. If the REL has led the headteachers review, they will send the completed document to the DCEO within 5 days of completion. The DCEO will securely store an electronic version. |

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| The appointed governor meets with the headteacher in February/March to review progress. The DCEO/REL will be informed this mid-year review has been completed. |

# Appendix 2 - Outline of the process for Teacher Performance Management

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| Line manager arranges a Sept/Oct date with the teacher for the annual performance management meeting. |

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| Five days ahead of the meeting the line manager will send the previous year’s PM information, a copy of the policy, and the teachers’ standards to the teacher. |

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| The teacher will self-evaluate against the Trust career stage expectations and previous year’s objectives, and collates the evidence of their impact, in readiness for the meeting. |

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| The line manager will review the Trust career stage expectations and any monitoring information held, to ensure that they have reflected on where the teacher is within each aspect of the document. |

|  |
| --- |
| The line manager meets with the teacher to review and celebrate the previous year’s successes, acknowledge any frustrations, and set new objectives for the coming year using the school’s development priorities and career stage expectations as prompts. The line manager will identify with the teacher what additional support and/or continuing professional development and learning is required to enable the objectives to be met. The teacher’s wellbeing and workload will be discussed. Arrangements for monitoring the progress of the objectives are agreed. The evidence to be collected is recorded on the PM form. |

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| Mid-year review arrangements are set with the teacher to ensure that there are opportunities for the teacher to meet their objectives. |

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| The line manager writes up the teacher’s PM and ensures that this is returned to the teacher in draft within five working days to ensure that they are content with the objectives for the year ahead. The teacher reviews and confirms the PM document with the line manager and returns it within five working days. |

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| The line manager then returns the finished version of the document to the headteacher within a further five working days. The finished and signed document is kept securely. |

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| The headteacher ensures that information about performance management for teachers is then collected and shared anonymously with the local governing boards to ensure that they have confirmation that the process has been completed. This will also support LGB understanding about how targets set will drive school improvement further. |

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| The line manager ensures that any agreed CPDL is actioned to meet the teacher’s needs and meets with the teacher in February/March to review progress. The outcomes of this meeting are shared with the headteacher. |

# Appendix 3 - Outline of the process for Support Staff Performance Management

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| Line manager arranges a Nov/Dec date with the member of staff for the annual performance management review. |

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| Five days ahead of the meeting the line manager will send the previous year’s PM information and a copy of the policy to the member of staff. |

|  |
| --- |
| The member of staff will self-evaluate against the previous year’s objectives and collates the evidence of their impact, in readiness for the meeting. |

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| --- |
| The line manager will review the any monitoring information held to ensure that they have reflected on where the staff member is in readiness for the discussion. |

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| --- |
| The line manager meets with the member of staff to review and celebrate the previous year’s successes, acknowledge any frustrations, and set new objectives for the coming year using the school’s development priorities as prompts. The line manager will identify with the member of staff what additional support and/or continuing professional development and learning is required to enable these objectives to be met. Arrangements for monitoring the progress of the objectives are agreed. The evidence to be collected is recorded on the PM form. |

|  |
| --- |
| Mid-year review arrangements are set with the member of staff to ensure that there are opportunities for the staff member to meet their objectives. |

|  |
| --- |
| The line manager writes up the PM and ensures that this is returned to the member of staff in draft within five working days to ensure that they are content with the objectives for the year ahead. The member of staff reviews and confirms the PM document with the line manager and returns it within five working days. |

|  |
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| The line manager then returns the finished version of the document to the headteacher within a further five working days, confirming whether or not the member of staff has met their targets. The line manager and headteacher will also discuss any additional CPDL that needs to be sourced to ensure that the staff member is able to meet their targets for the year ahead. The finished and signed document is kept securely. |

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| The headteacher ensures that information about performance management for support staff is then collected and shared anonymously with the local governing boards to ensure that they have confirmation that the process has been completed. This will also support LGB understanding about how targets set will drive school improvement further. |

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| The line manager ensures that any agreed CPDL is actioned to meet the staff member’s needs and meets with the member of staff in April/May to review progress. The outcomes of this meeting are shared with the headteacher. |

# Appendix 4 – Performance and financial overview of teacher PM for LGB

The following data table shows for each teacher the assessment of their performance in relation to their individual performance objectives. From these an overall judgement of their performance has been made.

Performance is rated in each column as met, not met or part met.

## Anonymised report on performance management and movement to Upper Pay Scale if relevant. (an example is included)

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher (a,b,c etc)** | **Performance against appraisal objectives** | **Performance against the Teachers’ Standards** | **Move to UPS if relevant.** |
| *Teacher A* | *Met* | *Met* | *N/A* |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Summary of the performance management process

The data in the table above shows that (*Example: 7 out of 10 teachers met their objectives, 2 part met and one did* not)

**Pay Progression decisions** (for UPS only)

Of the (number) teachers who applied to move to the upper pay range, (number) were assessed as meeting the school’s criteria for progression. (Number) have been assigned to UPS, (Number) to UPS 2 etc.

The impact on salaries because of the above is an increase of £ xxx (include on costs) on the budget.

# Appendix 5 - Equalities monitoring

Total number of staff:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Characteristic | Staff who met their PM targets in full | Staff who met their PM targets in part | Staff who did not meet their PM targets |
| Age | 18 – 34 years old |  |  |  |
|  | 35 – 59 years old |  |  |  |
|  | 60+ years old |  |  |  |
|  | *Please note these age brackets will be adapted in line with the new MIS system to make completion of the form easier* | | | |
| Ethnicity | Asian or Asian British | | | |
|  | Indian |  |  |  |
|  | Pakistani |  |  |  |
|  | Bangladeshi |  |  |  |
|  | Chinese |  |  |  |
|  | Any other Asian background |  |  |  |
|  | Black, African, Caribbean or Black British | | | |
|  | African |  |  |  |
|  | Caribbean |  |  |  |
|  | Any other Black, African or Caribbean background |  |  |  |
|  | Mixed/multiple ethnic groups | | | |
|  | White and Black Carribbean |  |  |  |
|  | White and Black African |  |  |  |
|  | White and Asian |  |  |  |
|  | Any other mixed or multiple ethnic background |  |  |  |
|  | White | | | |
|  | English |  |  |  |
|  | Welsh |  |  |  |
|  | Scottish |  |  |  |
|  | Northern Irish |  |  |  |
|  | Irish |  |  |  |
|  | British |  |  |  |
|  | Gypsy or Irish Traveller |  |  |  |
|  | Any other White background |  |  |  |
|  | Other ethnic group | | | |
|  | Arab |  |  |  |
|  | Any other ethnic group |  |  |  |
| Disability | Disabled |  |  |  |
|  | Non-disabled |  |  |  |
| Gender | Male |  |  |  |
|  | Female |  |  |  |
|  | Non-binary |  |  |  |
| *All gender and ethnicity information should be taken from application forms.* | | | | |

# Appendix 6 - Three Year Trends

Overall performance judgements for teachers over the period 2021 to 2023 is shown below

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall judgement** | **2021** | **2022** | **2023** |
| Met in full |  |  |  |
| Met in part |  |  |  |
| Not met |  |  |  |

Narrative:

(Please provide a brief narrative where there has been a significant changing in the staffing profile which might impact on the trend)

# Appendix 7 - Upper pay scale threshold application form

This form is to be used when applying for the upper pay scale, as outlined in the Pay Policy. Before completing this form, you should ensure that you are fully aware of the career expectations documents, which sets out the expectations of a teacher working within the upper pay thresholds.

A copy of the Trust’s Pay Policy can be obtained from theHeadteacher or the Trust website.

**Declaration**

|  |  |
| --- | --- |
| Teacher’s name: | |
| Teacher reference number: | |
| I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained.  I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards.  I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.  I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards. | |
| Teacher’s signature: | Date: |

When completing the form, you should consider carefully whether your statements satisfy the following criteria:

* Relevant
* Concise
* Representative
* Supported by convincing evidence
* Time-specific
* Demonstrate impact

|  |
| --- |
| **WORKING PRACTICES**  Quality of Teaching Knowledge, Classroom Performance  Standards linked to  1.1(1);  1.2(2,3,5)  1.3 (1,3) 1.4(1,2,3)  1.5 all  1.6 (1)  1.7 (1,2,3)  1.8 (3)  2.1 (2,4) |
| **Possible sources of evidence include:**  Planning files/records, Triangulation of performance evidence showing learning obs, work scrutiny alongside performance data, performance management evidence, pupil progress records, and annotated pupils’ work. Action plans and impact of leading etc… SL files and monitoring evidence. |
| UPS teachers will be able to demonstrate that their practice shows:   * All aspects of the teachers’ standards are fully met * They begin to take responsibility for sections of the SDP and School Evaluation. * They lead staff meetings. * They monitor planning across a phase. |
| Evidence: |
| Assessment by headteacher: |
| Standard: Met Not yet met |

|  |
| --- |
| **OUTCOMES AND ACHIEVEMENTS**  Attainment, standards  Standards linked to:  1.1(2)  1.2(1,2,3)  1.5(1)  1.6 (3,4) |
| Possible sources of evidence include:  Data, feedback from lesson observations, performance management evidence, pupil progress records, annotated pupils’ work , pupil voice, any external moderation evidence. |
| UPS teachers will be able to demonstrate that their practice shows:   * They work with other teachers to effect improvement of standards across the school. * They can undertake analysis of impact from monitoring activities including that of different groups. |
| Evidence: |
| Assessment by Headteacher: |
| Standard: Met Not yet met |

|  |
| --- |
| **RELATIONSHIPS**  Environment and Ethos, Pupils, colleagues, parents.  Standards linked to:  1.1(1)  1.6(4)  1.7(4)  1.8(2,3,5)  2.1 (1,3,4) |
| Possible sources of evidence include:   * Parent feedback from parent consultation evenings * Pupil progress meeting feedback * Monitoring files |
| UPS teachers will be able to demonstrate that their practice shows:   * Monitor pupils’ emotional health, safety and well-being across the Key Stage. * Monitor learning environment across the Key Stage. |
| Evidence: |
| Assessment by Headteacher: |
| Standard: Met Not yet met |

|  |
| --- |
| **DEVELOPMENT**  Standards linked to:  1.2(4,5)  1.3(1,2,4,5) 1.4(5)  1.5(2,3,4)  1.6(1)  1.8(4)  2.1(2)  2.3 |
| Possible sources of evidence include:  Lesson observations/feedback to other colleagues  Leading staff meetings  Evidence of leading within teams  Working outside school, within trust and local school partnerships |
| UPS teachers will be able to demonstrate that their practice shows:   * They begin to take responsibility for the induction of new colleagues-coaching, mentoring. * They are proactive in leading aspects of new initiatives across their school. * They are beginning to play a proactive role in the trust. |
| Evidence: |
| Assessment by Headteacher: |
| Standard: Met Not yet met |

|  |
| --- |
| **CONDUCT**  Standards linked to:  Preamble  1.1(3) 1.7(1)  1.8(1) 2.1(all)  2.2 2.3 |
| Possible sources of evidence include:  Feedback from parents, staff and pupils  Performance management records  Previous references |
| UPS teachers will be able to demonstrate that their practice shows:   * All standards will be fully met. * The Trust code of conduct consistently lived out in all interactions. |
| Evidence: |
| Assessment by Headteacher: |
| Standard: Met Not yet met |

|  |
| --- |
| **Progress against previous objectives.**  Target 1: **XXX**  Target 2: **XXX**  Target 3: **XXX** |
| **Reviewee comments and assessment of overall performance.**  **XXX** |
| **Reviewer comments and assessment of overall performance.**  **XXX** |

**Discussed by ………………………………………..………………….(Reviewee)**

**Date…………………..**

**Discussed by …………………………………………………………..(Reviewer)**

**Date…………………**

# Appendix 9 - Performance Management Meeting Checklist

|  |  |
| --- | --- |
| **Activity** | **Completed (Please tick)** |
| Teachers to have reviewed and considered the career portrait form ahead of the PM conversation. |  |
| All staff to have reviewed previous year’s targets and progress towards them. |  |
| Thank the employee for attending the meeting |  |
| Explain the purpose of the meeting – open exchange about the individual’s performance |  |
| Start by asking the individual ‘what has gone well?’ over the last 12 months |  |
| Review the job description with individual to see it is still relevant |  |
| Ask whether the individual has any particular issues and concerns he / she would like to discuss |  |
| Check work life balance and employee’s general well-being - any additional support required? |  |
| Review the last completed performance management paperwork and evaluate the individual’s performance |  |
| Summarise the review |  |
| Discuss any school initiatives or improvement priorities that affect the individual |  |
| Discus objectives for the new performance management cycle |  |
| Agree and set SMART objectives with the individual in line with guidance from policy |  |
| Discuss and agree any specific training and development that will be needed to achieve these targets. |  |
| Ask questions about the future and for feedback on line-management |  |
| Summarise the general discussions and complete the performance management paperwork |  |
| Ask if there anything else that should be discussed |  |
| Confirm any next steps that have been agreed and bring the meeting to a close |  |

# Appendix 10 - Examples of objectives that are not linked to pupil test/exam results

Examples of objectives that are not linked to pupil test/exam results could include:

* To increase effectiveness of feedback within the classroom to support pupils understanding of next steps in learning.
* To review daily practice to ensure that modelling of writing supports more able pupils to demonstrate their understanding of greater depth expectations.
* Deepen pedagogical understanding of how children learn to strengthen early years knowledge within History.
* Make better use of ICT in the classroom to demonstrably develop pupils’ skills in using technology to enhance their learning.
* Develop and implement a strategy/strategies to improve pupils’ extended writing skills.
* Consider how pupil groupings in your classroom can improve pupils’ speaking and listening skills, implement any necessary changes and assess their impact.
* Develop strategies to increase opportunities for reading for pleasure to improve reading skills for your pupils and begin to assess their impact.
* Undertake research, such as observing colleagues in your own school and in other schools, to assess how media texts can improve understanding of how the media works and produce a report setting out recommendations.
* Undertake relevant CPD to develop the positive behaviour of learners.
* Work with the special educational needs co-ordinator (SENCo) to develop distinctive teaching approaches to support those pupils with English as an additional language

# Appendix 11 - Teachers’ upper pay scale progression letter

Private and confidential

Dear name,

I am writing to confirm your progression on the upper pay scale

From 1 September 20xx, you will be paid at teachers’ upper pay range one/two/three, which is currently £xxxx per annum.

All other terms and conditions remain the same.

Yours sincerely,

Signed

Name of headteacher

# Appendix 12 - Acknowledgement Letter

Dear *name*,

Thank you for taking an active part in your Performance Management review. I hope you found the process rewarding and stimulating.

I have looked at your planned objectives and am confident that, with your continued commitment to development and the support and collaboration of colleagues, you will fulfil these throughout the coming year.

I will ensure that the agreed training and support that we have agreed will be put into place to support you in meeting these targets is put into place.

At your interim meeting, later in the academic year, you will be able to discuss your progress with your reviewer and I look forward to hearing of and seeing the tangible outcomes of this process.

Thank you for your part in ensuring that the pupils in our school receive the best possible opportunities to make progress and achieve their potential.

Yours sincerely,

Headteacher name.

# Appendix 13 – Teaching staff appraisal form

**TEACHING STAFF APPRAISAL FORM**  A purple key with a cross on it

Description automatically generated

|  |  |
| --- | --- |
| **Name/appraisee** | **Post held:** |
| **Name and role of line manager/appraiser:** | **JD reviewed** |
| **Date of review meeting:** | **Period of Review from XXXX to XXXX** |
| **Signed:** | **Date appointed to post :** |
| **TEACHING STAFF- Review Statement (of the last year) Objectives and pay progression**  An overview of the Performance Management period based on prior lesson observations, role expectations, Reviewer and Reviewee discussion including any available self-review and additional evidence offered by the Reviewee.  **Please bring this evidence (where applicable) to the Performance Management meeting:**  record of progress with agreed performance objectives; records of lesson observations listed above; pupils progress data; records from pupil progress meetings; monitoring of planning; monitoring of pupils’ work; records from pupil conferencing. Please also self-evaluate yourself against the Portrait Career Stage Expectation document.  **Please consider these statements in advance of the meeting**   * Achievements in the last year include… * Reflecting on my professional practice, I have learnt… * During the past year I have gained greatest satisfaction from… * The parts of my job that have not gone as well as I hoped are… And the barriers to success have been…My main professional targets/goals for the next two years are… * To aid my continuing professional development I would like the opportunity to … * If the opportunity arose I would/would not like to move year groups (*delete, as appropriate*). * Is there anything that prevented you from doing your job as well as you would like support with? * What is your work life balance like? Is there anything we can do to support you with improving this? | |
| **Positive achievements from the year** | |
| **Progress against previous objectives.**  Objective 1: **XXX**  Objective 2: **XXX**  Objective 3: **XXX** | |
| **Reviewee comments and assessment of overall performance.**  **XXX** | |
| **Reviewer comments and assessment of overall performance.**  **XXX** | |

**Discussed by ………………………………………..………………….(Reviewee) Date…………………..**

**Discussed by …………………………………………………………..(Reviewer) Date…………………**

**Planning Statement: Objectives for the year XXXX to XXXX**

Objectives should be linked wherever possible to the professional standards, pupil progress, the academy development plan and include appropriate aspirational elements.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective and Teacher Standards related to.** | **Success criteria and date of expected completion** | **Evidence to be collected** | **Support and additional training required and agreed.** |
| 1. Teaching Related Target to impact on improving pupil outcomes |  |  |  |
| When setting objectives think about the baseline evidence i.e. what is the current picture, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |
| 1. Leadership Target – SDP related |  |  |  |
| When setting objectives think about the baseline evidence i.e. what is the current picture, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |
| 1. Personal - could include gaps identified through Portrait Career Stage Expectation document |  |  |  |
| When setting objectives think about the baseline evidence i.e. what are they now, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |

**Mid-term review and reflections**

(Please complete and bring with you to the review meeting)

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **What progress has been made towards achieving your objective?** | **Do you feel on target?** | **What help, if any, do you need to achieve your objective?** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

**Agreed by ……………………………………………………………. (Reviewee) Date ………………………**

**Agreed by ……………………………………………………………. (Reviewer) Date ……………………..**

# Appendix 14 – Support and administrative staff appraisal form

A purple key with a cross on it

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**SUPPORT AND ADMINISTRATIVE STAFF APPRAISAL FORM**

|  |  |
| --- | --- |
| **Name/appraise** | **Post held:** |
| **Name and role of line manager/appraiser:** | **JD reviewed** |
| **Date of review meeting:** | **Period of Review from XXXX to XXXX** |
| **Signed:** | **Date appointed to post :** |
| **Please consider these statements in advance of the meeting**  Have there been any significant changes to your role since the last review? Do you do anything that is not on your current job description?  What have you enjoyed about your job in the last year?  Did you successfully achieve your objectives? What went particularly well and give reasons why.  What difficulties affected your performance and why?  Is there anything that prevented you from doing your job as well as you would like support with?  What skills or knowledge do you need to improve or acquire, now or in the future?  Do you need any help in any way from your line manager or other member of staff?  What is your work life balance like ? Is there anything we can do to support you with improving this ?  Please highlight any other achievements that you would like noted in this review (what has made you feel particularly proud?  Can you suggest anything that would make the academy run more smoothly? Do you think that any of the current procedures need amending? | |
| **Positive achievements from the year** | |
| **Progress against previous objectives.**  Target 1: **XXX**  Target 2: **XXX**  Target 3: **XXX** | |
| **Reviewee comments and assessment of overall performance.**  **XXX** | |
| **Reviewer comments and assessment of overall performance.**  **XXX** | |

**Discussed by ………………………………………..………………….(Reviewee) Date…………………..**

**Discussed by …………………………………………………………..(Reviewer) Date…………………**

**Mid-term review and reflections**

(Please complete and bring with you to the review meeting)

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **What progress has been made towards achieving your objective?** | **Do you feel on target?** | **What help, if any, do you need to achieve your objective?** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

**Agreed by ……………………………………………………………. (Reviewee) Date ………………………**

**Agreed by ……………………………………………………………. (Reviewer) Date ……………**

**Planning Statement: Objectives for the year XXXX to XXXX**

Objectives should be linked wherever possible to the professional standards, pupil progress, the academy development plan and include appropriate aspirational elements.

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| **Objective** | **Success criteria** | **Evidence** | **Training support and development needs** |
| 1. **Class based target/ Finance/Admin** |  |  |  |
| When setting objectives think about the baseline evidence i.e. what is the current picture, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |
| 1. **Whole school SDP** |  |  |  |
| When setting objectives think about the baseline evidence i.e. what is the current picture, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |
| 1. **Personal** |  |  |  |
| When setting objectives think about the baseline evidence i.e. what are they now, where do they want/need to be and how will they get there? At the end of the year the same evidence can be measured to show impact.  Mid-year/end of year review (progress(so far)?Impact?) | | | |

# Macintosh HD:Users:stella:Desktop:Sugar Ink Creative:Current Work:Gloucester Diocesan Academies Trust:LOGO:The Diocese of Gloucester Academies Trust Logo WEB.jpgAppendix 15 Career stage Expectations

**Name:**

**Role and Responsibilities:**

**Academic Year:**

This document is to be used alongside the Teachers’ Standards 2012 (published by the DfE) to explain in more detail what the term ‘reasonable’ means for different levels on the teachers’ pay scale and within the Performance Management Policy.

**National Standards 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 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 students.

**Purpose of career expectations**

As a Trust we believe the headteacher and other appraisers will assess qualified teachers against the Teacher Standards to a level that is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career.

The purpose of this document is to make clear, to all involved in the process of appraisal, what reasonable expectations look like and the success criteria that would be applied.

**Progression along the pay scale**

In accordance with the Performance Management Policy and the Pay Policy, both of which should be read alongside this document, all local governing boards will seek to ensure that :

* All teaching and support staff are valued and receive proper recognition for their work and their contribution to school life.
* The local governing board is committed to taking decisions in accordance with the ‘key principles of public life’: objectivity, openness and accountability
* It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
* The local governing board recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance.
* The procedures set out in this document seek to ensure that this is achieved in a fair equitable and transparent way.

**This document is best used in A3 format**

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| 1. **To set high expectations which inspire, challenge, and motivate pupils.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **1.1 Establish a safe and stimulating environment for pupils , rooted in mutual respect** | | | | | |
| With appropriate additional support, be able to set up and maintain a conducive learning environment which promotes independence and enjoyment of learning. | Independently set up and maintain a conducive learning environment which promotes independence and enjoyment of learning. | Ensure that all communal areas are conducive to learning. | Ensure that all colleagues are supported and able to establish conducive environments.  Consistently demonstrate high standards in the environment. | Take responsibility for monitoring and ensuring the environment are safe and stimulating. Ensure that learning walks within the school take place so that environments are of a consistently high standard. | If necessary, address concerns about the learning environment with staff and suggest clear next steps forward and report back to SLT. |
| **1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions** | | | | | |
| With appropriate additional support, set goals that stretch and challenge own pupils. | Set goals that stretch and challenge own pupils. | Ensure good practice is shared and support colleagues in setting goals. | Ensure that all pupils in Phase/key stage team are set goals appropriate to need and which appropriately challenge and stretch pupils. | Oversee target setting and monitor goals. Ensure that monitoring information is shared in meetings with colleagues and used. | Monitor effectiveness of goals set against progress of children. Be proactive in giving feedback to SLT and putting in next steps as appropriate. |
| **1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.** | | | | | |
| With appropriate additional support, demonstrate consistently the positive attitudes, vision, values, and behaviour which are expected of pupils in the class. | Demonstrate consistently the positive attitudes, vision, values and behaviour which are expected of pupils in the class | Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and staff in the Phase/Key Stage | Challenging pupils and staff in the Phase/Key Stage if the Vision and Values are not being maintained. | Take responsibility for monitoring that all staff and all pupils in phase and teams follow ethos, vision, and values of the school. | Behave in a manner that helps to set the ethos of the whole school and ensure it is maintained by all staff and all pupils. Be prepared to discuss issues with staff and pupils where the Vision and Values are not being observed. |

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| 1. **Promote good progress and outcomes by pupils.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **2. Overall expectations for progress and outcomes** | | | | | |
| With support assesses pupils’ attainment and progress within a lesson and over time. Demonstrates a growing awareness of statutory and SONAR. Works with more experienced colleagues in order to moderate judgements about pupil progress and attainment. Uses judgements to inform next steps in learning. With appropriate additional support, most pupils achieve in line with progress expectations. | Assesses pupils’ attainment and progress within a lesson and over time. Demonstrates a growing awareness of statutory and SONAR Works with more experienced colleagues in order to moderate judgements about pupil progress and attainment. Uses judgements to inform next steps in learning. With appropriate additional support, most pupils achieve in line with progress expectations.  Most pupils achieve in line with progress expectations | Assesses pupils’ attainment and progress within a lesson and over time. Demonstrates a secure understanding of statutory and school assessment procedures. Confidently makes judgements about pupils’ progress and attainment. Moderates these judgements through dialogue with colleagues and the use of SONAR. Uses judgements to inform next steps in learning Almost all pupils achieve in line with progress expectations, and some exceed. | Assesses pupils’ attainment and progress within a lesson and over time. Demonstrates a secure understanding of statutory and school assessment procedures. Confidently makes judgements about pupils’ progress and attainment. Moderates these judgements through dialogue with colleagues and the use of SONAR. Uses judgements to inform next steps in learning Almost all pupils achieve in line with progress expectations, and many exceed them. | Assesses pupils’ attainment and progress within a lesson, series of lessons and over periods of time and fully uses information to inform next steps in learning (particularly for those pupils from vulnerable groups). Demonstrates a secure understanding of statutory and school assessment procedures. Confidently makes judgements about pupils’ progress and attainment. Moderates these judgements through dialogue with colleagues and the use of SONAR. Support less experienced colleagues to ensure that assessment and outcomes are used effectively to improve pupils’ learning. Almost all pupils achieve in line with progress expectations and a significant number exceed them | Assesses pupils’ attainment and progress within a lesson and over periods of time and skillfully uses information to inform next steps in learning (particularly for those pupils from vulnerable groups). Demonstrates a secure understanding of statutory and school assessment procedures. Confidently makes judgements about pupils’ progress and attainment. Moderates these judgements through dialogue with colleagues, (within school and across the Trust) and the use of SONAR. Supports colleagues in their assessments of pupil’s attainment and progress |
| **2.1 Be accountable for pupils’ attainment, progress and outcomes** | | | | | |
| With appropriate additional support monitor the progress and attainment of all pupils they teach and use information to plan for learning. | Monitor the progress and attainment of all pupils they teach and use information to plan for learning. | Discuss progress and attainment with colleagues and support moderation of judgements – support M1-M3 colleagues. | Consistently monitor and evaluate progress and attainment of all pupils they teach and help oversee that all teachers in team monitor progress and attainment and use info to support planning & teaching. | Take responsibility for ensuring CT’s have knowledge and skills to effectively monitor and be able to share good practice. Be proactive in alerting SENDCO to children not making expected progress. | Review the work of other CTs in the Phase/School and look at their monitoring and planning to ensure progression is logged and action plans are in place to support pupils who are not meeting progress expectations. |
| **2.2 Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these** | | | | | |
| With appropriate additional support understand own pupils’ prior learning and make use of assessment data from previous year. May need guidance on next steps for learning from colleagues | Understand own pupils’ prior learning and make use of assessment data from previous year. Understand what pupils need next in learning, including aspirational targets. | Support M1-M3 colleagues in making use of and understanding assessment of prior learning. | Consistently demonstrate understanding of prior knowledge and be able to support colleagues in a Phase/ Key stage team to plan for learning based on prior experience. | Support teams and monitor use and understanding of prior learning in planning and teaching.  Moderate planning to ensure that targeted groups are being identified and supported appropriately | Ensure all staff are able to effectively use prior learning in their planning and teaching. Be proactive in triangulating between assessments, work and planning to ensure there is consistency in the  Phase/key Stage. |
| **2.4 Demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching** | | | | | |
| With support, have basic (QTS-PGCE etc.) understanding of how all children learn and how to adapt teaching to meet their needs. | Have a confident understanding of how to adapt teaching to need and model being a reflective practitioner. | Develop a more advanced understanding of pedagogy and share knowledge and skills with colleagues in the Phase/Key stage. | Have a wide range of pedagogic skills and strategies and share good practice. Support colleagues in the Phase/Key Stage & make good use of national developments/research to adapt teaching. | Model use of how coaching colleagues can improve approaches to teaching. Ensure colleagues have resources/ support to develop teaching skills. | Have knowledge of CPD needs across the whole school and ensure these are met. Be prepared to demonstrate own skills, team teaching etc. Deliver appropriate INSET to all staff so that best practice is shared, and new developments explored. |
| **2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.** | | | | | |
| With support establish rules in classroom where students are encouraged to take responsibility and be conscientious towards their own learning May need support with following the behaviour policy and developing individual behaviour plans. | Independently ensure that rules and rewards are consistent with the behaviour policy. | Encourage ethos around school by rewarding positive behaviours through consistent application of the school’s policy. Take note of children beyond your class | Ensure that the schools’ behaviour policies are being used and consistently followed. Monitor and consider development of ethos within the Phase/ Key stage and support colleagues with any behavioural needs. | Take whole school & KS worship to remind children of their roles and responsibilities. Ensure that – when appropriate – pupils have been given behaviour plans to support class/around the school. | Conduct learning walks in own Phase/school to ensure consistency of behaviour.  Challenge staff who are not meeting expectations. Monitor and evaluate the effectiveness of these and adjust accordingly. |

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| 1. **Demonstrate good subject and curriculum knowledge.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **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** | | | | | |
| Actively participates in staff meetings and school-led INSET days. | With support show increasingly sound knowledge of the relevant subjects and curriculum areas within the year groups taught.  Begin to be aware of the different techniques/ skills needed to foster and maintain pupils’ interest. | Demonstrate a secure knowledge of the curriculum areas across the Phase/Key stage group. Be able to use and develop techniques and skills to foster and maintain pupils’ interest. Share good practice with colleagues. | Through a variety of different skills/techniques demonstrate ability to consistently maintain pupils’ interest. Be able to support/advise colleagues within the school. | Take responsibility for monitoring and ensuring this is achieved across a key stage. Give further support to teachers if needed. Consider the need for INSET if required and inform SLT. Take staff meetings to deliver INSET. | Addressing the needs of the whole School to ensure improvements are made and expectations are met. Being proactive across the whole School to improve provision and outcomes. Lead INSET day sessions on appropriate areas for development. |
| **3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship** | | | | | |
| Have a basic awareness of the developments in the subjects and curriculum areas. | Confident awareness of developments in subjects and curriculum areas | Develop a more critical understanding of the developments in the curriculum areas and be able to share understanding with colleagues. | Demonstrate a critical understanding of subjects across the key stage. Demonstrate understanding to support colleagues. | Monitor understanding of curriculum areas across a key stage. Identify needs if necessary and address them in order to improve provision. | Being accountable and playing a proactive role in ensuring improvements are made across the whole school |
| **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** | | | | | |
| Demonstrate and promote high standards of literacy, articulacy and the correct use of standard English within the classroom. | Consistently demonstrate and promote high standards of literacy, articulacy and the correct use of standard English within all aspects of work. | Consistently demonstrate and promote these high standards throughout the Phase/Key Stage group. Provide a good role model to children and teachers. | Consistently demonstrate and promote these high standards, and actively promote this amongst other adults working in their class. . | Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy, and correct use of standard English across the curriculum within their teaching and wider professional duties. Actively promotes this amongst colleagues | Monitoring, observing, and evaluating the standard of oracy in teaching across the Key Stage/Phase. Identify needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiatives and developments in their subject. |
| **3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics** | | | | | |
| Have an understanding of synthetic Phonics and know how it is taught within our school. Be familiar with resources available to support the teaching of phonics in the year group. | Confident understanding of phonics and able to identify pupil’s next steps for learning | Demonstrate a clear understanding of synthetic phonics. Use knowledge to effectively teach the different ability groups within the class or Phase group. Share knowledge and understanding with other colleagues. | Consistently demonstrate a good understanding of synthetic phonics across a key stage. Teach consistently good lessons to ensure the progress of children of different abilities. Ensure that all colleagues are supported. | Monitoring, observing, and evaluating the standard of teaching in Phonics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative developments in Literacy. | Being accountable for the standard of teaching in Phonics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school. |
| **3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.** | | | | | |
| Have an understanding of children’s early mathematical development and how children learn. Be familiar with resources in school which support the teaching of mathematics. | Confident understanding of maths and able to identify pupil’s next steps for learning | Demonstrate a clear understanding of children’s mathematical development. Use knowledge to effectively teach the different ability groups within the class. Be able to share knowledge and understanding with other colleagues. | Consistently demonstrate a good understanding of children’s mathematical development across a key stage. Teach consistently good lessons which ensure the progress of all children. Share good practice and ensure that all colleagues are supported. | Monitoring, observing, and evaluating the standard of teaching in Mathematics across the key stage.  Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new developments in mathematics. | Being accountable for the standard of teaching in Mathematics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal.  Leading professional development of colleagues across the school. |

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| 1. **Plan and teach well-structured lessons.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **4.1 Impart knowledge and develop understanding through effective use of lesson time** | | | | | |
| With appropriate support, using the school’s own pedagogical approach be aware of prior learning. Understand the lesson objective which is shared and made clear to children.  Beginning to show challenging but realistic expectations for lesson coverage and achievement | Follows advice and guidance to develop content knowledge, pedagogical knowledge and content knowledge. Lessons taught are well structured, have reasonable pace and are usually of an appropriate length. Transitions are well planned and ensure that no valuable learning time is wasted. Effective use of appropriate strategies ensures that lessons meet the needs of all learners. | Consistently demonstrates all expectations. Use knowledge of children’s prior learning and interests to teach the next steps.  Use lesson time effectively to support learning e.g., practical work, paired work, good use  of questioning etc. | Has a well-developed understanding of content knowledge, pedagogical knowledge, and content knowledge. Lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace and timings of lessons. Effective use of appropriate strategies ensures that lessons meet the needs of all learners. | Has a clear understanding, and applies effectively, content knowledge, pedagogical knowledge, and pedagogical content knowledge. Lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace and timings of lessons. Effective use of appropriate strategies ensures that lessons meet the needs of all learners. Supports less experienced colleagues in their effective use of lesson time and to develop pedagogical knowledge | Models effective practice, demonstrating skilled awareness of content knowledge, pedagogical knowledge and pedagogical content knowledge. Lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace and timings of lessons Effective use of appropriate strategies ensures that lessons meet the needs of all learners. Supports colleagues in their effective use of lesson time and pedagogical knowledge. |
| **4.2 Promote a love of learning and children’s intellectual curiosity** | | | | | |
| With appropriate support follow the vision of the teaching and learning policy. Begin to show awareness of how children learn. Be aware of the different interests of both boys and girls within the class.  Plan and teach lessons which aim to motivate and interest children.  Show a developing awareness of how to challenge and inspire children. Enjoy teaching children and show enthusiasm in the  classroom! | As before, but independently plan lessons that approach objectives in a way that is innovative and engaging. Through questioning, resources and lesson design, is able to foster children’s intellectual curiosity and appeal to a wide variety of interests. | Enthusiasm impacts positively on children’s attitudes towards learning. Through questioning, resources, lesson and curriculum design, is able to foster children’s intellectual curiosity and enable children to pursue learning that appeals to their interests and skills. | Consistently teach lessons which interest, motivate and challenge children. Lead the implementation of new techniques and technologies in own class Support/advise colleagues within the Phase/ key stage. | With enthusiasm models and promotes a love of learning which impacts positively on children’s attitudes towards learning. Teaching, lesson and curriculum design fosters children’s intellectual curiosity and fully enables all children to pursue learning that appeals to their interests and skills. Enthusiasm for teaching positively impacts on colleagues and support is given to those with less experience.  Lead the implementation of new techniques and technologies and evaluate impact. Within a key stage address the CPD needs of the staff to further improve lessons. Model effective questioning and techniques to Key Stage | Playing a proactive role across the whole school. Promoting, leading or organising key stage events to promote a love of learning – curriculum weeks, outside agencies, monitoring and evaluating impact of events. Lead new technologies/techniques and model to whole school through staff meetings, INSET days and meetings.  Model effective questioning techniques to whole school  Be accountable for supporting other staff to improve the quality of the planning and teaching across the  whole school. |
| **4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired** | | | | | |
| With support, set homework for own class to consolidate/extend the learning taken place in class. Follow whole school systems for recording/rewarding out of class work.  Ensure that weekly overview is adhered to with work being handed out on time.  Maintain effective pupil records to show completion of tasks | With colleagues, help to organise class trips or visitors to the class to support children’s learning.  Follow whole school systems for recording/rewarding out of class work | Independently set homework within school policy. Plan out-of-class activities with minimal support from colleagues.  Support promotion of reading at home and rewarding students | Evaluate and evidence impact of the children’s learning and monitor out of class activities across Phase/Key Stage. Give support and advice to colleagues.  Able to identify and implement new resources for learning that help out of class activities | Independently set homework and plans out-of-class activities for children within their year group, (e.g. educational visits, visitors to school and after school activities). Completes and submits relevant educational visits documentation including risk assessment. | Being accountable for developing use of homework and out of class activities across the whole school.  Responsibility for revising policy to ensure the needs of children are appropriately met. Monitor and evaluate the homework and out of class activities across the Key Stage/Faculty.  Model use of record keeping and rewards to Key Stage. Ensure appropriate continuity and progression through Key Stage/Faculty |
| **4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching** | | | | | |
| With appropriate support, reflect on effectiveness of own lessons and approaches to teaching. Adapt teaching as appropriate, and proactively seek further support if needed. Planning to show next steps for teaching and learning | Reflect on effectiveness of own lessons and approaches to teaching. Adapt teaching as appropriate, and proactively seek further support if needed. | Evaluates effectiveness of lessons and teaching strategies used. Develops practice in response to their personal evaluation. Proactively adapts lesson and teaching strategies in response to own evaluation and advice/guidance from more experienced colleagues. | Systematically evaluates the effectiveness of lessons and teaching strategies used. Proactively develops teaching practice in response to their personal evaluation and the evaluation of others. Is able to provide effective guidance and support to less experienced colleagues in developing their practice. | Monitoring and evaluating lessons across key stage/school through observations and feedback given. Identify needs of staff and provides support where needed. Takes significant role in supporting colleagues and promotes good practice | Able to effectively mentor and coach other teachers across the whole school in developing their practice. Reflect systematically on progress and feedback evaluations to SLT. |
| **4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).** | | | | | |
| With support, take part in weekly planning sessions and contribute ideas based on previous experience. Ensure that whole school expectations for planning are adhered to.  Engages with all training and school development priorities which will support whole school curriculum development or personal development targets. | Confident core subject knowledge demonstrated in planning and delivery of lessons.  Lead a subject area and proactively champion it to staff so that curriculum is enriched, and profile raised. | Has a deepening understanding of content knowledge across all areas of the curriculum and makes a strong contribution to whole school development in a specific subject area, engages with all training and school development priorities which will support whole school curriculum development, including personal development targets as identifed through the performance management process. | Demonstrate ability to contribute to the design of an engaging curriculum across school.  Deliver staff meetings to ensure that staff are aware of developments in subject area. Evaluate the provision provided across the Key Stage/school. Offer support and advice to other colleagues. Monitor and evaluate planning and books to further enhance the curriculum. Complete resources audit and have an action plan for next steps | Has secure understanding of content knowledge across core curriculum subjects and beyond and makes critical contribution to whole school curriculum development in specific subject areas with notable impact on pupil outcomes. Engages and delivers training focused on school curriculum priorities. Supports less experienced colleagues to develop.  Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the school.  Lead team in designing new models if needed throughout the whole school. Support SLT and middle leaders in designing new models if needed. | Has an enhanced understanding of content knowledge across core curriculum subjects and beyond and makes a critical contribution to whole school curriculum development in specific subject areas with notable impact on pupil outcomes. Engages and delivers training focused on school curriculum priorities to a variety of staff and to the local governing board when required. Uses own professional knowledge and experience to support the development of less experienced colleagues. Actively engages with professional development opportunities via the Trust network to bring about whole school improvement.  Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the key stage. Lead team in designing new models and adopting new planning models if needed. |

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| 1. **Adapt teaching to respond to the strength and needs of all pupils.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **5.1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively** | | | | | |
| With support is able to plan sequences of lessons based on prior learning which engage pupils and are appropriate to their age and stage. With support is able to adapt plans to meet specific needs of pupils within the class. Uses TA to support and scaffold pupils needs as required | Able to plan independently sequence of lessons which engage pupils and are appropriate to their age, abilities and interests. Becomes increasingly skilled at adapting plans and providing feedback to meet the needs of pupils within their class which leads to pupils meeting their expected outcomes. Understand the needs of scaffolds to narrow the gap for pupils in receipt of pupils premium and SEND and prioritises this accordingly. TAs are well informed about student needs so that they can support effectively. | Confidently plans sequences of lessons that demonstrate knowledge and understanding of pupils needs within the class. Learning effectively engages all pupils and is appropriate to age and stage.  Effectively adapts and refines teaching to provide effective feedback on these plans with clear impact on pupil outcomes, particularly for pupils in receipt of pupil premium and those with SEND. Makes effective use of TA s to enable access to learning for all pupils using an increasing range of strategies. | Skillfully plans sequences of lessons which build on prior learning. Adapts and refines these plans which leads to strong outcomes for pupils, including those with PP and SEND.  Models range of approaches – to enable inclusive teaching – to staff in the Phase/Key Stage | Skillfully plans sequences of lessons building on prior learning, fully engages and enthuses all pupils and are appropriate to their age, abilities and interests. Adapts, refine and provides highly effective feedback on these plans with notable impact on pupil outcomes particularly for pupils in receipt of PP and SEND. Makes highly effective use of TA to enable access for all. Support less experienced colleagues with planning or sequences Models range of approaches - to enable inclusive teaching – to staff in the Key Stage | Skilfully plans sequences of lessons which build on prior learning, fully engage and enthuse all pupil and are appropriate to their age, abilities and interests. Adapts, refines and provides highly effective feedback on these plans with notable impact on pupil’s outcomes especially those in receipt of PP and SEND. Makes highly effective use of TA to enable access to learning for all pupils using a range of strategies. Acts as a role model for colleagues. |
| **5.2. Have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these** | | | | | |
| With support the teacher ensures the classroom environment is conducive to learning. Receives support from SENDCO/SLT and shows awareness of relevant SEN policies. In consultation with SENDCO the teacher writes IPPs for pupils and communicates with parents  With support from SENDCO take part in termly review meetings and contribute secure knowledge towards next steps for learning. | Understand how pupils’ wellbeing and factors in the community, home and school can create barriers to learning and work with others to develop a range of strategies and approaches which will mitigate their impact. Develop an understanding of the roles of different support agencies and seek advice and support from colleagues to identify appropriate personalised support for individual pupils. | As before and: Communicates effectively with parents. Has awareness of impact of home factors (including after school clubs, breakfast club). Proactively uses liaison with Pastoral Support, Attendance Leads and SENDCO to raise achievement. All learners make good progress. | Effective use of behaviour and family support including mentoring of less experienced colleagues on effective use and knowledge of school policies. Ensures information about pupils needs disseminated to all relevant staff. Understands roles of different support agencies and effectively work with them, and colleagues, to create personalised support for individual pupils. | Have a knowledgeable understanding of how pupils’ wellbeing and factors in the community, home and at school can create barriers to learning and work to develop arrange of highly effective strategies and approaches which will mitigate their impact. Work with colleagues and outside agencies to develop effective personalized support for individual pupils. Make a significant contribution to whole school development plans in this area. | Have a knowledgeable understanding of how pupil wellbeing and factors in the community, home and at school can create barriers to learning and work to develop a range of highly effective strategies and approaches which will mitigate their impact. Work with colleagues and outside agencies to develop effective personalised support for individual pupils. Share experience, model good practice and make a critical contribution to whole school development plans. |
| **5.3 and 4 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. Has a clear understanding of the needs of all pupils including those with SEND and be able to use and evaluate distinctive teaching approaches to engage and support them.** | | | | | |
| Has an understanding of how children develop physically, socially, and intellectually and is able to use distinctive teaching strategies which support and appropriately challenge pupils with SEND, more able, EAL and other vulnerable groups. Plans lessons and uses resources which support pupils’ education needs and varying stages of development. Ensures the learning environment, and teaching approaches reflect and support the profile of pupils needs. Develops an understanding of the roles of different support agencies and seek advice and support from colleagues to identify appropriate personalised support for individual pupils. | As before and able to… Recommend children for intervention or more ‘able’ groups using advice from the SENDCO.  After identification, teaching is adapted for children who are above or below expected development Independently liaise with relevant school coordinators and follow school systems | Has a secure understanding of how children develop physically, socially and intellectually and uses distinctive teaching strategies which support and appropriately challenge pupils with SEND, PP , more able and other vulnerable groups. Plans lessons and effectively deploys resources, which support pupils’ educational needs and carrying stages of development. Ensures the learning environment , and teaching approaches, strongly reflect and support the profile of pupil needs. | Understands the roles of different support agencies and effectively work with them and colleagues to create personalised support for individual pupils.  Proactive with supporting transition of students from one year group to another | Has a highly secure knowledge and understanding of how children develop physical, socially and intellectually. Uses distinctive teaching strategies which support and appropriately challenge pupils with SEND, PP , more able and other vulnerable groups with clear impact on pupil outcomes. Skilfully plans lesson, deploy resources, and adapt their teaching to support pupils’ educational needs. Works with colleagues and outside agencies to develop effective personalised support for individual pupils. | Has a highly secure knowledge and understanding of how children develop physically, socially, and intellectually. Uses distinctive teaching strategies which support and appropriately challenge pupils with SEND, more able, EAL and other vulnerable groups with notable impact on pupil outcomes. Skilfully plans lessons, deploys resources and adapts their teaching to support pupils’ educational needs. Support colleagues in planning lessons which support pupils’ educational needs and is a role model of good practice. |

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| 1. **Make accurate and productive use of assessment.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements** | | | | | |
| With support, following and using standard school assessments as advised by school policy. | With support where necessary, carries out formative, summative and statutory assessments required for the year group they teach. | Confidently carries out formative, summative, and statutory assessment required for the year group they teach. Has an awareness of statutory assessments required for years other than the one in which they teach. Embedded use of assessment impacts on learning | As before and managing and adapting assessment for any areas of the curriculum under their guidance. | Models’ high quality assessment practice and supports less experienced colleagues to carry out formative, summative and statutory assessments and moderation. | Models’ high quality assessment practice and supports colleagues within the school and/or within other local schools in carrying out formative Evaluate and adapt school policy |
| **6.2. Make use of formative and summative assessment to secure pupils’ progress** | | | | | |
| Uses assessment in class to evaluate planning and inform future teaching | Take responsibility for ensuring feedback is gained from support staff delivering interventions outside the classroom | Uses a wide range of AfL strategies to inform student progress | Adapts relevant assessments so that they suit the needs of the students Ensure that appropriate tracking is in place for interventions across the school. | Uses summative assessment to ensure pupils progress across key stage and use it to identify any needs (e.g.  interventions) | Ensure that staff under their guidance are using assessment procedures effectively |
| **6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons** | | | | | |
| With support moderate’s pupil attainment and uses data to evaluate planning and inform future lessons. Set and monitor individual and class targets. Is aware of the whole school assessment picture and whole school performance targets. Keeps SONAR updated and with support begins to analyse data. | As before but independently… Updates SONAR with assessment data  Analyses class to show comparisons between different groups of students in R, W & M Compares pupil attainment and progress with national standards and expectations and use this to identify target groups (SEN, vulnerable & More Able) | Confidently uses AfL strategies when assessing pupils progress and attainment. Use of AfL strategies ensures that the teacher is able to reshape tasks within the lesson in order to ensure most pupils make at least expected progress. Teacher assessment informs future planning. | Have confident knowledge of performance of different groups in the Phase/Key Stage and will know and understand and share strategies for AfL with others. | Confidently use a range of AfL strategies when assessing pupils’ progress. Use of AfL strategies results in the teacher being able to reshape tasks within lessons to ensure most pupils make very good progress. Teacher assessments fully inform future short- and medium-term planning for groups of and individual pupils. Supports less experienced colleagues in their use of Assessment for Learning. | Opportunities to use a variety of assessment for learning strategies are carefully planned. Effective use of Assessment for Learning Strategies enables the teacher to confidently reshape tasks within lessons in order to ensure that all pupils make very good progress. Models using all forms of assessment to inform future short- and medium-term planning for groups of and individual pupils with notable impact on pupil outcomes. Supports colleagues in their use of AfL. |
| **6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.** | | | | | |
| Children receive regular timely and valuable verbal/written feedback in a way that they can understand, and which follows the schools marking and feedback policy. Children act on the feedback that they are given, and their work and responses demonstrate impact. | As before but independently. Uses of differentiated questioning and discussion to allow immediate feedback during lessons | Children receive regular timely and valuable verbal written feedback in a way that they can understand, and which follows the school marking and feedback policy. A range of effective feedback strategies ensure pupils are clear with next steps. Children act on the feedback they are given, and good impact can be seen in their work and responses. | Demonstrate highly effective AfL practice across the curriculum. Take a lead with moderation within phase and key stage. Model effective marking for colleagues | Children receive regular, timely, verbal and written feedback in a way that they can understand, and which follows the school marking and feedback policy. A range of highly effective feedback strategies ensure that pupils are clear with next steps. Children act on the feedback that they are given, and notable impact can be seen in their work and responses. Less experienced colleagues are supported to further develop effective feedback strategies. Take a lead role Key Stage moderation of levelled work. | Is a model of highly effective quality feedback practice with children receiving regular timely and valuable verbal / written feedback in a way that they can understand, and which follows the school marking and feedback policy. Children act on the feedback that they are given, and notable impact can be seen int their work and responses. Monitor and evaluate whole school moderation and the levelling of work systems.  Give advice to colleagues on effective marking of books and giving feedback to pupils and parents. |

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| 1. **Manage behaviour effectively to ensure a good and safe learning environment.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **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** | | | | | |
| With additional support as required, know understand and implement the school's behaviour policy in line with the schools’ distinctive vision. Use the behaviour policy. Contribute to writing of IBPs for pupils where needed.  . | Demonstrate confident knowledge of school's behaviour policy and implement it effectively.  Behaviour policy used consistently within their classroom.  Write IBPs for pupils as needed. | Establishes class rules, routines, and high expectation in line with the school’s agreed policy and systems. Ensures that children understand and adhere to these expectations. | As before but across the key stage and school. Support less experienced colleagues with supporting behaviour. | Establishes class rules, routines and high expectations which are reflective of the school ethos and school code of conduct. Ensures children understand and adhere to these rules. Supports less experienced colleagues with high expectations for behaviour which are reflective of the school ethos and Trust code of conduct. Support SLT to evaluate effectiveness of the school’s behaviour policy, rewards and sanctions | Establishes and shows leadership with high expectation for all pupil behaviour within class and across the school. Ensures all children understand and adhere to these rules and routines. Supports less experienced colleagues with high expectations for behaviour which are reflective of the school’s ethos. Ensure parents are supportive of the expectations. Involved in writing rules and routines. Monitor and evaluate the effectiveness of the school’s behaviour policy, rewards and sanctions across the whole school |
| **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** | | | | | |
| With support and guidance implement the school positive behaviour system.  Track behaviour as required. Communicate with parents in line with expectations set out in behaviour policy. | As before but independently. | Daily practice will consistently demonstrate impact of schools agreed approach within teaching and learning. | Support colleagues with challenging behaviour and be proactive in overcoming obstacles Have an overview of behaviour issues within the school | Take responsibility for the consistency of rewards and sanctions across the Key Stage/Phase Contribute to policy reviews. Deal with behaviour in corridors | Take responsibility for consistency of rewards and sanction across the whole school/faculty monitor and evaluate. Deal with behaviour in corridors. |
| **7.3 Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them** | | | | | |
| Uses a growing range of strategies consistently and fairly to ensure good levels of discipline within their class. Understand that quality first teaching, well established routines and understanding the needs of each individual are essential component’s in creating conditions for positive behaviour. Seek support and guidance as appropriate to implement strategies provided by specialist teachers | Uses a range of strategies consistently and fairly to ensure good levels of discipline within their class. Independently implement strategies provided by specialist teachers | Establishes high levels of discipline within their class through the consistent use of authentic praise, sanctions and rewards in line with the schools’ systems and structures. Ensure that this is applied taking into considerations the age and stage of the children. Know and understand the importance of responding to the needs of each individual is an essential component in creating conditions for positive behaviour. | Support SLT to monitor and evaluate strategies for individuals, as well as class and phase. | Establishes high levels of discipline within their class, and beyond, through the consistent use of authentic praise, sanctions and rewards, fairly applied and appropriate to the age and needs of the pupils they teach. Ensures that quality first teaching, well established routines, and an understanding of the needs of each individual are essential components in creating conditions for positive behaviour. Support less experienced colleagues in developing effective behaviour management strategies and follows the school’s behaviour policy. Support the evaluation of strategies and action plans in place within school. Model and lead implementation of new approaches to help motivate pupils. | Establishes high levels of discipline within their class and contributes across the school to the consistent use of authentic praise, sanctions and rewards, fairly applied and appropriate to the age and needs of the pupils they teach. Ensures that quality first teaching, well established routines and an understanding of the needs of each individual are essential components in creating conditions for pupils to be motivated and demonstrate positive behaviours. Supports colleagues in developing effective behaviour management strategies and follows the school’s behaviour policy. Support the evaluation of strategies and action plans in place within whole school, challenge other staff and feed back to SLT |
| **7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.** | | | | | |
| With support as required establishes a positive classroom culture and strong relationships with all pupils. Treats pupils with dignity and respect and, where necessary acts decisively and with appropriate authority. Following school policies, practice, and procedures. Seek advice when needed. | Ensure that the behaviour policy is used to manage behaviour in class. Be able to use specific behaviour techniques for certain pupils and act on advice where necessary | Establishes a positive classroom culture and strong relationships with all pupils in their class and beyond. Treats pupils with dignity and respect and where necessary acts decidedly and with appropriate authority, following school policies, practice and procedures. | Across Phase/Key Stage group act proactively to ensure high standards of behaviour are maintained. Act as a role model and mentor for colleagues | Establishes a positive class room culture and strong relationships with all pupils in their class and beyond. Treats pupils with dignity and respect and, where necessary, acts decisively and with appropriate authority, following school policies, practice, and procedures. Makes a significant contribution to developing a whole school ethos where positive behaviours for the whole school community are promoted and valued. Act as a point of advice and support for other staff. | Establishes a positive classroom culture and strong relationships with all pupils in their class and beyond. Treats pupils with dignity and respect and, where necessary, acts decisively and with appropriate authority, following school policies, practice, and procedures. Makes a significant contribution to developing a whole school ethos where positive behaviour for the whole school community is promoted and valued. Act as a point of advice and support for other staff. Support the evaluation and effectiveness of behaviour plans and make appropriate next steps suggestions. |

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| 1. **Fulfil wider professional responsibilities.** | | | | | |
| **Band 1 – Emerging Teacher**  **Point 2 would be all previous with some elements of 3** | | **Band 2 – Accomplished Teacher**  **Point 5 would be all previous with some elements of 6** | | **Band 3 – Expert Teacher**  **UPS2 would be all previous with some elements of UPS3** | |
| **Point 1 MPS 1** | **Point 3 MPS 2&3** | **Point 4 MPS 4&5** | **Point 6 MPS 6** | **UPS1** | **UPS 2&3** |
| **8.1 Make a positive contribution to the wider life and ethos of the school** | | | | | |
| Demonstrate understanding of the vision and values of the school and Trust in all interactions. Communicate with parents regularly with support as required, class assemblies, support with class trips, know and understand vision and  values, SIP and SEF | Demonstrate understanding of the vision and values of the school and Trust in all interactions. Actively participates in the wider life of the school. As appropriate organises or helps lead an extracurricular activity. Provides opportunities for the children to hold a position of responsibility within the school. | Model vision and values of school, support colleagues in communication with parents, assemblies, lead trips for class and phase. Actively participates in the wider life of the school, as appropriate lead and organise extracurricular or enhanced curriculum events or activity in support of learning. Provides opportunities for the children to hold a position of responsibility within the school. | Model vision and values of school, support colleagues in communication with parents, assemblies, lead trips for class and phase. Actively participates in the wider life of the school, as appropriate lead and organise extracurricular or enhanced curriculum events or activity in support of learning. Provides opportunities for the children to hold a position of responsibility within the school. | Be a model of excellence in interactions. Actively participates in the wider life of the school. Organises and leads extracurricular/ enhanced curriculum event or activity in support of learning or providing wider opportunities inside or outside curriculum time. Supports less experienced colleagues to develop skills which will enable them to take a leadership role in activities and /or events which contribute to the wider life of the school. Provide opportunities for the children to hold a position of responsibility within the school and represent the school within the school and local community. | Be a model of excellence in interactions. Actively participates in the wider life of the school. Organises and leads extracurricular/ enhanced curriculum event or activity in support of learning or providing wider opportunities inside or outside curriculum time. Supports less experienced colleagues to develop skills which will enable them to take a leadership role in activities and /or events which contribute to the wider life of the school. Provide opportunities for the children to hold a position of responsibility within the school and represent the school within the school and local community. As before, but now across whole school and report to SLT |
| **8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support** | | | | | |
| With support build constructive and collaborative relationships with colleagues, proactively seeking support/specialist support and acting on advice to develop own practice and those areas identifed for whole school improvement. | Independently build constructive and collaborative relationships with colleagues, proactively seeking support/specialist support and acting on advice to develop own practice and those areas identifed for whole school improvements | Independently build constructive and collaborative relationships with colleagues, proactively seeking support/specialist support and acting on advice to develop own practice and those areas identifed for whole school improvements | Coaching role, lead Phase meetings and staff meetings Monitor and evaluate groups within Phase/key Stage. | Build and support others to build, constructive and collaborative relationships with colleagues and in teams, proactively seeking support/specialist support to enhance and refine own practice and areas for whole school improvement. | Be a role model for, and support others to, establish and maintain constructive and collaborative relationships with colleagues and in teams, proactively seeking support /specialist support to enhance and refine own practice and areas for whole school improvement. |
| **8.3 Deploy support staff effectively** | | | | | |
| With support and guidance as required plan and direct work of class TA on a daily basis | Plan and direct the work of the class TA to meet the needs of the pupils within the class /group. | Model and support colleagues with planning for TA, monitor and adapt TA planning and evaluations | Monitor and evaluate needs within Phase/ Key Stage group and deploy staff appropriately | Monitor and evaluate needs of key stage and report to SENDCO to allocate TA support | Monitor and evaluate needs of whole school and report to SENDCO to allocate TA support. monitor and evaluate how groups are catered for |
| **8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** | | | | | |
| Analysis of own class data, be aware of groups within class. Observed regularly by mentor take and seek advice. Observe best practice and seek to implement into own daily learning activities. Responsible for identifying own CPD needs. | As before independently more proactive and confident to reflect on practice. | Accurately identifies areas of professional strength and areas for further development prioritising those which will have maximum impact on pupil outcomes. With support from a member of the SLT, identifies strategies for addressing such areas. Clear evidence is seen to demonstrate that they have acted on advice given and addressed any previously agreed areas for development. | Model best practice, mentor and coach colleagues. Analysis of trends across Phase and Key Stage and develop action plans according to data. | Accurately identifies areas of professional strength and suggests ways in which areas for further development can be addressed. Continues to professionally develop and is clearly focussed on being a role model for highly effective teaching practice which will have maximum impact on pupil outcomes. Regularly monitors and evaluates their impact and refines teaching practice as appropriate. Supports colleagues in addressing their areas for further development. | Accurately identifed areas of professional strength and suggests ways in which areas for further development can be addressed Recognises areas of professional strength of colleagues across the school. Continues to professionally develop and is clearly focussed on maintaining practice as a role model for highly effective teaching with maximum impact on pupil outcomes. Continues to regularly monitor and evaluate their impact and refine teaching practice as appropriate. Plans, organises and leads opportunities for colleagues to address areas for professional development within the school. Provides feedback to colleagues, evaluates their impact and reports back to SLT and Local governing board as appropriate. |
| **8.5 Communicate effectively with parents with regard to students’ achievements and well-being** | | | | | |
| With support use the following ways effectively with parents and carers using the agreed structures.:   * Parents evening * Daily meetings * Class Dojo etc. * Blogging of events in school * Report writing * Target setting * IPPs and Behaviour Plans * Pupil rewards | Independently communicate effectively with parents and carers:   * Parents evening * Daily meetings * Class Dojo etc. * Blogging of events in school * Report writing * Target setting * IPPs and Behaviour Plans * Pupil rewards | Is proactive in arranging informal meetings with parents and carers to discuss concerns. As appropriate make and additional effort to engage and communicate with parents of children from vulnerable groups. Confidently talk to parents and carers about child’s attainment, attendance and wellbeing. Is able to suggest next steps in pupils learning and how parents may support. Formal report writing is now of a high standard, informative and easy to understand. | Provide support to colleagues with communicating with parents. Communicate with parents on behalf of the Phase/Key Stage or Subject Lead. | Is proactive in arranging informal meetings with parents to discuss any concerns that they may have or to raise any emerging issues in a timely manner. As appropriate, makes an additional effort to engage and communicate with parents of children from vulnerable groups with notable impact on improvements to pupil wellbeing and outcomes. Confidently talks to parents about their child’s attainment, attendance and wellbeing. Is able to suggest next steps in learning and how parents may access additional support. Formal report writing is of a high standard, informative and easy to understand. Provides advice and guidance top less experienced colleagues. | Is pro-active in arranging informal meetings with parents to discuss any concerns that they may have or to raise any emerging issues in a timely manner. As appropriate, makes an additional effort to engage and communicate with parents of children from vulnerable groups with notable impact on improvements to pupil wellbeing and outcomes. Confidently talks to parents about their child’s attainment, attendance and wellbeing. Is able to suggest next steps in learning and how parents may access additional support. Formal report writing is of a high standard, informative and easy to understand. Provides advice and guidance for colleagues on effective communication. Monitor and evaluate effectiveness of communication across the whole school and make improvements where necessary. Challenge staff who are not meeting expectations and feedback to SLT. Provide staff training where necessary |