



Cherry Tree Trust

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Staff Appraisal & Performance Management Policy

Cherry Tree Trust | September 2021

Document Control	
	Staff Appraisal & Performance Management
Date:	September 2021
Supersedes:	Version 2
Amendments:	Policy reviewed in line with updated One Education New paragraphs such as Equality statement added OFSTED information added Reference to staff wellbeing
Related Policies / Guidance:	Teachers' Pay Policy Capability Policy and Procedure Equality Policy Staff Code of Conduct School Staffing (England) Regulations 2009 NJC Conditions of Service for Support Staff in Schools (Green Book)
Review:	September 2025

Introduction

Appraisal arrangements for teachers are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). These arrangements do not apply to academies but The Cherry Tree Trust have adopted this policy.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate.

Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection). Schools must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability (see separate policy document).

There are no national appraisal regulations which apply to support staff and there is no national agreement on appraisal with support staff unions. The above regulations apply only to teachers but this policy has been drafted in such a way that it is adaptable for use to apply the same principles to the whole school staff.

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. They will improve outcomes for children by motivating staff to update their skills and improve their performance.

Scope

This policy combines statutory requirements and elements of guidance.

This policy applies to the Head Teacher and to all teachers and support staff employed to work in Newall Green Primary School, except;

- those on contracts of less than one term,
- those undergoing induction (i.e. NQTs)
- those who are subject to capability procedures i.e. staff about whose performance there are serious concerns that the appraisal process has been unable to address.

The policy does not apply to agency employed supply staff, self-employed staff and external consultants.

Principles

The Trustees of the Cherry Tree Trust are committed to ensuring consistency of treatment and fairness and agrees to abide by the statutory requirements set out in the Appraisal Regulation as well as all other relevant employment and equality legislation and guidance. This includes the Employment Rights Act 1996, the Equality Act 2010, the Part Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 2018.

The appraisal process and supporting documentation will be treated with strict confidentiality at all times and the Executive Head Teacher will ensure access to documentation relevant to the appraisal process is only granted to those who need it to be able to carry out their responsibilities as directed.

The Executive Head Teacher will ensure appraisers are suitably prepared for carrying out all elements of the appraisal process and will ensure training is made available if necessary.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development within the context of the school's improvement plan. It also sets out how the school will improve outcomes for pupils by motivating staff to update their skills and improve their performance.

Appraisal in this school is both a developmental and supportive process designed to ensure that staff are able to continually improve their professional practice. The appraisal process will set objectives and provide support to ensure that staff have the skills they need to carry out their role effectively and with reference to the appropriate standards (e.g. Teaching Standards).

Appraisal is only one element of the performance management of an individual member of staff and the appraisal process should be seen in this context.

It is recommended that appraisers use the appraisal process to focus on and support staff wellbeing. Sufficient time within the process should be set aside to discuss work-life balance, health and general well-being.

Appraisal Period

The appraisal period in this school will run for twelve months from September to August in the majority of cases. Where possible, the appraisal itself should be completed by 31 October and by 31 December for Headteachers.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the Headteacher taking into account the duration of their employment contract. The Headteacher may decide on a longer or shorter appraisal period than twelve months when a member of staff takes up a post other than at the start of the academic year. This may be done with a view to bringing appraisal arrangements into line with the appraisal period applicable to all staff as soon as possible.

Where a member of staff ceases employment other than at the end of the appraisal period applying to them, the appraisal period ends with the last day of such employment.

For support staff who are new to the school the relevant probationary period assessments as detailed in the National Joint Council (NJC) Green book (National Agreement on Pay and Conditions of Service for Local Government Services) provide an appropriate basis for the setting of short-term objectives until the staff member can be brought into line with the school's normal appraisal cycle.

Equality Act

The Trustees acknowledge its duties and obligations under the Equality Act 2010 including its duty under the Public Sector Equality Duty (S149 Equality Act). The Trustees and the Executive Head teacher will ensure that all those involved in the appraisal process are aware of the school's equality duties and that in the application of this policy, appraisers take a consistent approach with a view to avoiding unlawful discrimination in any form from occurring. The protected characteristics covered by the Equality Act 2010 are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

In relation to the appraisal process, if a member of staff with a disability is placed at a substantial disadvantage compared to other members of staff who are not disabled, the school will take reasonable steps to try and avoid that disadvantage in line with its duty to make reasonable adjustments. This may entail modifying or changing certain aspects of the appraisal process and may involve for example the provision of auxiliary aids and services.

Where a member of staff with a disability has been absent from their duties on a long-term basis, this will not prevent them from being appraised. Reasonable adjustments may need to be made to the process however including adjustments to objectives and decisions about performance related pay. When making decisions, appraisers may need to consider evidence from previous years so that the member of staff is not subjected to a disadvantage because of their disability or subjected to unfavourable treatment connected to their disability which cannot be justified as a proportionate means of achieving a legitimate aim.

Where an employee has part or fix term status, this will be taken into account by the school. A part time member of staff will not have the same number of objectives as a full-time member of staff.

In relation to staff members who are pregnant the school will consider conducting an appraisal before the start of the maternity leave. In this case any assessment of performance will be based on the evidence to date in the relevant appraisal period. If there is very little to go on in the current appraisal period, account may also be taken of performance in previous appraisal cycles.

1. Appraisal meetings

1. An initial meeting will take place in September to set targets for the coming year.
2. Meetings will normally be scheduled with five days' notice. The invitation will be verbal.
3. For teaching staff appraisal meetings will take place within the established directed time schedule.
4. For support staff appraisal meetings will take place at an appropriate time during the individual's normal working arrangements.
5. Subsequent meetings will be scheduled and held termly as part of the Pupil Progress Meetings. The member of staff has the responsibility of providing their evidence of progress to targets.
6. The member of staff will prepare by:
 - a) gathering evidence of actions that enable progress to the three targets set in line with the school development plan.
 - b) preparing data to evidence the progress the pupils have made by implementing the above targets
 - c) recording the additional learning experiences that have been provided by the teacher to enhance the learning of the pupils
 - d) recording CPD
 - e) provide evidence against each Teacher Standard to be triangulated through observation and data analysis.
 - f) evidencing the impact to the wider community made for those teachers on UPR 1, UPR2 or UPR3 or the Leadership scale including TLR responsibility.

2. Appraisers

The Headteacher will be appraised by the Trustees, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trustees for that purpose. In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Trustees.

The school may be assisted by an adviser from One Education Specialist Management Services or another nominated HR provider. It is good practice to change the Headteacher's external adviser every 3 years.

The Headteacher will decide who will appraise other staff and a grid drawn up annually to ensure every member of staff is included in the process.

Unless otherwise appropriate (as determined by the Headteacher), the appraiser for teachers will normally have Qualified Teacher Status (QTS).

3. Standards and Objectives

Before, or as soon as practicable after the start of the appraisal period, the Governing Body will inform the Headteacher of the standards against which their performance in that appraisal period will be assessed and will set objectives for the Headteacher in respect of that period. The Headteachers objectives will be set by the Governing Body after consultation with the external adviser referred to above.

Before, or as soon as practicable after the start of each appraisal period, the Headteacher or employee's line manager (in cases where the Headteacher has delegated responsibility) will inform each teacher or member of support staff as appropriate of the standards against which their performance in that appraisal period will be assessed. The Headteacher (or line manager as appropriate) will also set objectives for the teacher or member of support staff in respect of that appraisal period.

All those involved in setting objectives must be mindful of the school's duties and obligations under the Equality Act 2010. Appraisers will therefore take into account the effects of an employee's disability when agreeing objectives and this may include making a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.

Objectives set will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound (CSMART) and will be appropriate to the role and level of experience of the member of staff and will reflect priorities for an individual for the cycle. Appraisal objectives will normally become more challenging as an employee progresses.

The number of objectives set will be reasonable. The number of objectives set for teachers would not normally exceed three but may do so in circumstances determined by the Headteacher. There is no set minimum and no maximum. Depending on their role, support staff may have a number of smaller objectives. For whole school or team objectives especially, they will reflect the school's current priorities.

The objectives set for each teacher and member of support staff will, if achieved, contribute to the school's plans for improving educational provision and performance and also for improving the education of pupils at the school. For support staff, objectives may also relate to the school's effective deployment and use of resources, administration and organisation.

Although appraisal is an assessment of overall performance, objectives cannot cover the full range of roles and responsibilities. Objectives will therefore focus on the priorities for an individual for the cycle. The appraiser will seek to agree objectives with the appraisee but if that is not possible, the Headteacher will determine the objectives and any objections will be noted.

Objectives may be revised if circumstances change. On occasions during a review cycle, usually as a result of unplanned circumstances, it may be considered that an objective set at the start of the process is no longer appropriate or requires some adjustment.

All teachers will be assessed against the set of standards contained in the document entitled "Teachers' Standards (guidance for school leaders, school staff and governing bodies)" published in July 2011 and last updated June 2013. A teacher will need to demonstrate that their practice is consistent with the definitions set out in Part One (teaching) and Part Two (personal and professional conduct). Consideration will also be given to the guidance contained in "the Standards for Teachers' Professional Development" (July 2016).

The Headteacher or Governing Body (as appropriate) will consider whether teachers should also be assessed against other sets of standards relating to teachers' performance that may be published by the Secretary of State from time to time and which are relevant to them.

Although non-statutory, the Professional Standards for Teaching Assistants published in June 2016 will be considered when appraising the performance of relevant support staff.

Teachers on the Upper Pay range (UPR) must be highly competent and make a substantial and sustained contribution to the educational setting. In addition to the teacher standards document, UPR Teachers have a responsibility to:

- Provide a role model for teaching and learning by consistently fulfilling the requirement to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to the effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Have the ability to teach across all Key Stages of the school.
- Have good time management, flexibility and adaptability.
- Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications.
- Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.
- Make a distinctive contribution to the raising of pupil standards.
- Be reflective, innovative and outward looking. This includes knowledge of research and published reports to inform planning. Responsive to curriculum developments and actively seeks partnership work with other schools building on national and local examples of best practice.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.
- Participate in regular and frequent commitment to cross-curricular or extra-curricular activities.
- To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.

Reviews of Performance

The Trustees believes that observation of key responsibilities is important both to assess performance and to identify any particular strengths and areas for development a member of staff may have and for gaining useful information which can inform school improvement more generally. All observations will be carried out to support a culture of continuous improvement and will be a developmental activity.

For classroom-based support staff the number of observations will vary depending on the developmental objectives of individuals.

The principle of 'proportionate to need' and reasonableness will apply and will normally be decided through discussion with the employee concerned.

Members of support staff who are not based in the classroom will also be involved in a work review/observation process in a format appropriate to their role. The number of observations will vary depending on the developmental objectives of individual employees and the principle of 'proportionate to need' and reasonableness will apply.

Teachers' performance will, for the purposes of appraisal, be observed on an appropriate and reasonable number of occasions which will as far as possible, be agreed by the appraiser and appraisee based on the individual circumstances of the teacher and the overall needs of the school. Where possible, 5 school working days' notice of the date and time of the observation will be given and verbal

feedback will be provided to the teacher by the end of the next working day with written feedback being given within 5 school working days unless circumstances make this impossible. Headteachers or other senior leaders with responsibility for learning and teaching standards may also "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of a "drop in" or other observation and the notice to be given will vary depending on the specific circumstances.

Classroom observations of teachers will only be carried out by those who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues. Observations of teachers will be carried out in accordance with the school's observation protocol attached to this policy at Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed

Development and Support

The school's continuing professional development (CPD) programme will be informed by development needs identified during the appraisal process. Professional development will be linked to school improvement priorities and also to the on-going professional development needs and priorities of individuals and teams. The Governing Body wishes to encourage a culture in which all staff take responsibility for improving their individual performance through professional development.

The Governing Body will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher will report as required to the full Governing Body each year on CPD activities.

Where CPD is identified by mutual agreement as key to the improvement of an individual, they will not be held responsible for lack of progress against agreed priorities if the identified and agreed resources are not provided.

Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence relating to their performance has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of an individual's performance they will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and could, for example, include classroom observation alongside or in addition to additional training or visits to other classes/establishments.

Where there are concerns, the appraiser will meet the member of staff formally by way of interim review meeting to:

- give clear feedback about the nature and seriousness of the concerns;
- give the individual the opportunity to comment and discuss the concerns;
- identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser (or other person) will review progress but allowing sufficient time for improvement and this may include further supportive observations. The amount

of time will be dependent upon the circumstances but will reflect the seriousness and the nature of the concerns;

- explain the implications and process if no or insufficient improvement is made (i.e. transition to the capability procedure - see below);
- confirm the timescale for review of progress.

The outcome of any such interim review meeting will be confirmed in writing to the staff member concerned.

When progress is reviewed, if the appraiser is satisfied that the member of staff is making sufficient improvement, this will be acknowledged and the appraisal process will continue as normal.

The employee may be accompanied by a colleague or by a representative from their Trade Union at formal meetings if concerns about performance arise and there is a possibility that there could be a transition to the school's formal capability procedure.

Transition to Capability Procedure

Where there is insufficient evidence of progress against objectives at interim review meetings or at the end of a cycle of support, a final review meeting may be held to review the weakness in performance, to consider the evidence and to reflect upon whether or not the appraisal process should cease and management of the performance concerns should be dealt with via the school's formal capability policy and procedure.

In the event that a final review meeting is held, it is important to remember that this meeting is still part of the school's appraisal process and does not form part of the formal capability procedure. The employee, the appraiser and the Headteacher will normally be present at the final review meeting and, as the outcome of the meeting may have serious consequences, the employee will be encouraged to be accompanied by a colleague or their Trade Union representative. The person conducting the meeting on behalf of the school may be assisted and accompanied by an adviser from One Education's HR and People Service or other nominated HR provider.

At least five school working days' notice will be given for the final review meeting. The review meeting will consider:

- the evidence which has given rise to specific concerns about the employee's performance;
- the seriousness of the concerns and their impact on the performance of the school;
- the support that has been provided to the employee to date;
- the time for which the concerns have persisted and over which the support has been provided;
- any degree of improvement that has been achieved and whether or not this has been sustained;
- the extent to which the employee has shown insight and engaged with the support provided throughout the appraisal process;
- any mitigating factors.

Once the above matters have been considered, the Headteacher will confirm the decision in writing to the employee, normally within five school working days.

The decision will be either to continue with appraisal procedure or that the employee's performance will be managed under the school's capability procedure and that they will be invited to a formal capability meeting.

The process will then be conducted in accordance with the school's formal capability policy and procedure.

In the case of a Headteacher, the Chair of Governors will normally conduct formal capability and review meetings. In the case of other employees, the line manager who has been appraising the employee will normally conduct formal capability and review meetings.

Annual Assessment

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

The assessment is the end point to the annual appraisal cycle but assessment of performance and development priorities will also be reviewed throughout the year. Appraisers may arrange less formal 'catch-ups' alongside routine management arrangements.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good and continuous progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will normally be assessed favourably.

All members of staff will receive their written appraisal report as soon as is practicable following the end of each appraisal period and will have the opportunity to comment in writing on this.

The written appraisal report will include:

- details of the employee's objectives for the period in question;
- an assessment of the teacher's or member of support staff's performance of their role and responsibilities against the objectives and the relevant standards and their level of responsibility and experience;
- an assessment of the teacher's or member of support staffs training and professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant in accordance with the school's pay policy (see separate policy document).

For teachers, pay recommendations need to be made by 31st October and for Headteachers by 31st December.

A review meeting will take place to discuss the content of the appraisal report and any further action required. Objectives for the next appraisal period may be discussed and set at this meeting or a separate meeting may be arranged for that purpose.

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

Retention Of Documents

Appraisal documentation will be retained in school for a period of 6 years after the end of the appraisal cycle in a secure place and in accordance with current data protection requirements and will then be destroyed. In exceptional circumstances, the school's appraisal practices could be subject to an internal audit by the Local Authority or other body. Assessment paperwork might be reviewed for this purpose.

Monitoring and Evaluation

The Governing Body will review the impact of appraisal annually.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy. The report will not contain any information which will enable any individual to be identified.

The report will include the following:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal arrangements;
- any identified training and development needs;
- instances where the training and development set out in the training and development annex of an appraisal has not been provided with a brief explanation;
- number of employees who have fully achieved objectives;
- number of employees who have partially achieved objectives but with acceptable reasons;
- number of employees who have partially achieved objectives with unacceptable reasons;
- number of employees who have not achieved their objectives.
- an indication as to whether for any employees not achieving or only partially achieving their objectives, there may be a link to a protected characteristic which needs to be considered and/or explored further.
- Any other equality impacts of the school's appraisal policy.

OFSTED

Governors are aware that as part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement and if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management.

Ofsted inspectors may ask to have sight of anonymised data from the last three years that illustrates the numbers of teaching staff who have:

- progressed along the main pay range;
- progressed to and through the upper pay range;
- progressed along the leadership scale; and
- received additional responsibility payments such as TLRs and SEN allowances.

Governors will ensure that Inspectors will see a correlation between the pattern of pay progression and the improvements made to the overall quality of teaching and learning within the school.

Appendices to policy

Appendix 1	Newall Green Primary Observation of Teaching and Learning Form
Appendix 2	Self-Assessment against Teachers Standards Form
Appendix 3	Expectations for middle leader positions.
Appendix 4	Expectations of Upper Pay range staff
Appendix 5	Performance Management Recording sheet



Appendix 1
Newall Green Primary Observation of Teaching and Learning Form

Teacher	Subject of lesson visited	Monitored by	Date
	Discussion with pupils	Discussion with T/TA	

Key areas for improvement/development at the last monitoring:

	Evaluation/observations	Tips for support and development
Subject knowledge The subject knowledge of all adults involved in the lesson/teaching.		
Explanations and demonstrations How well do adults present, explain and demonstrate the subject matter? How do they provide clear feedback to pupils?		
Memory How does the lesson and the teaching help pupils remember the content over time? How do activities use and build on pupils' memory?		
Assessment for learning How do adults help pupils to embed and use knowledge fluently? How do they check understanding and check for misconceptions?		
Environment How does the classroom environment help pupils to focus on learning? What is the quality of resources?		

<p>Progression and sequencing How does the lesson build on previous teaching? Are the activities well sequenced? Are the end points clear and will lessons build to the end point?</p>		
<p>Reading How has reading been developed across the curriculum? How has vocabulary been highlighted and taught?</p>		

<p>Focus of the Lesson Observation:</p>		
<p>Good Practice Observed: (What went well...)</p>	<p>Areas for development: (Even better if....)</p>	
<p>Areas for Development (Key Points):</p>		
<p>Support Identified:</p>		
<p>Review Date:</p>		
<p>Targets Achieved: Yes/ No</p>		
<p>1</p>	<p>EFFECTIVE PLANNING</p>	<p>➤ COMMENTS</p>
<p>a</p>	<p>Objectives clearly communicated at start</p>	
<p>b</p>	<p>Materials ready</p>	
<p>c</p>	<p>Good structure to the lesson</p>	
<p>d</p>	<p>Learning plan targets for SEND incorporated?</p>	

2	TEACHING METHODS	➤	COMMENTS
a	Lesson linked to previous teaching or learning, where appropriate		
b	Ideas/experiences of students drawn upon		
c	Variety of activities		
d	Variety of questioning techniques		
e	Instructions/explanations clear and specific		
f	Teacher involves, listens to and responds to students		
g	High standards and expectations set by the Teacher		
h	Appropriate methods of differentiation used		

3	BEHAVIOUR MANAGEMENT	➤	COMMENTS
a	Students praised regularly for effort/achievement		
b	Effective action taken to address disruptive behaviour		
c	Learning Plan targets taken into account		
d	All students treated fairly		

4	OUTCOMES for PUPILS/ DIFFERENTIATION	➤	COMMENTS
a	Students remain fully engaged and make progress through out lesson		
b	Students understand what is expected of them during the lesson and this work is suitably matched to skill development required.		
c	Outcomes of lesson consistent with objectives		
d	Task correct for ability of child		
e	Opportunities for mastery evident		

5	EFFECTIVE USE OF TIME & RESOURCES	➤	COMMENTS
a	Time well utilised and learning maintained		
b	Good pace maintained throughout lesson		
c	Appropriate use made of any support staff		
d	Appropriate learning resources used		

6	ENVIRONMENT	>	COMMENTS
a	Room tidy and well organised		
b	Displays attractive and stimulating		
c	Displays support learning		
d	Appropriate layout of furniture		
e	Health and safety considered		

Quality of teaching

1.	OUTSTANDING	
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2.	GOOD	
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3.	REQUIRES IMPROVEMENT	
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4.	INADEQUATE	
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Appendix 2 Teaching Standards Instructions: 1) Check the “At Teachers’ Standard” column first and highlight all those standards that match your ability 2) Repeat the process for the “Secure” column and highlight those statements that describe you 3) Repeat the process for the “Expert” column and add the evidence for those statements that you meet					
		This column describes a teacher who securely meets, and often exceeds, the standards	This column describes a teacher who exceeds all of the standards and actively supports others within or between schools	Use this column to record the evidence for your judgement	Use this column to note actions to be taken to ensure the standard is met (or exceeded)
	At Teacher’s Standard	Secure	Expert	Evidence bank	Action to be taken
1. Set high expectations that inspire, motivate and challenge pupils	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect	Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the well-being of children and young people		
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	All pupils are well-motivated and extend their understanding through appropriate teacher expectations	The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress		
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils.	Provides a strong role model for teaching and learning	Provides an excellent role model for teaching and learning		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
2. Promote good progress and outcomes by pupils	Is accountable for pupils' attainment, progress and outcomes	Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	Teaching skills lead to excellent results and outcomes that can provide a role model for others		
	Plans teaching to build on pupils' capabilities and prior knowledge	Planning is a model for others in raising of pupil standards	Planning makes a distinctive contribution to the raising of pupil standards across the school		
	Guides pupils to reflect on the progress they have made and their emerging needs	Creative and innovative models of pupil reflection are used	Provides model for guiding pupils to reflect on the progress they have made and their emerging needs		
	Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching	Pupils' enthusiasm for learning is fostered by effective and inclusive teaching strategies	Pupils' enthusiasm and depth of learning is fostered by well-paced and highly effective inclusive teaching strategies		
	Encourages pupils to take a responsible and conscientious attitude to their own work and study	All pupils take a responsible and conscientious attitude to their own learning	Demonstrates excellent and innovative pedagogical practice that inspires pupil independence		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
3. Demonstrate good subject and curriculum knowledge	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	All pupils are enthused and challenged by teachers' strong subject knowledge, contributing to their good progress	Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise		
	Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	Has a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses with them	Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas		
	Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Pupils have good opportunities to develop and use their skills in reading, writing, communication and/or mathematics	Pupils have excellent opportunities to develop and use effective skills in reading, writing, communication and/or mathematics		
	If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	Has a clear understanding of systematic synthetic phonics	Has an excellent understanding of systematic synthetic phonics		

	If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.	Has a clear understanding of appropriate teaching strategies	Has an excellent understanding of appropriate teaching strategies		
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	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
4. Plan and teach well-structured lessons	Imparts knowledge and develops understanding through effective use of lesson time	Excellent planning and assessment for learning procedures meets the needs of pupils and enables pupils to clearly understand how to improve	Excellent planning and assessment for learning procedures provides a role model for other teachers		
	Promotes a love of learning and stimulates children's intellectual curiosity	Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity	Passion for learning and intellectual curiosity provides a role model for others		
	Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Homework activities are well-matched to pupil needs and use innovative practice	Homework activities are very well-matched to pupil needs and set role model for others		
	Reflects systematically on the effectiveness of	Flexible, creative and adept at designing learning sequences	Takes a lead in planning collaboratively with		

	lessons and approaches to teaching	within and across lessons that are consistently well matched to learning objectives and learners' needs	colleagues in order to promote effective practice		
	Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)	Integrates recent developments, including those relating to subjects/curriculum knowledge	Identifies and explores links within and between subjects/curriculum areas in his or her planning		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
5. Adapt teaching to respond to the strengths and needs of all pupils	Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively	Uses a range of approaches that enable pupils to be taught effectively	Can model differentiation and use of a range of approaches for others		
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Demonstrates good understanding of barriers to learning and has good pedagogical practice	Demonstrates excellent understanding of barriers to learning and has excellent pedagogical practice		
	Demonstrates an awareness of the physical, social and	Demonstrates good understanding of phases and has good pedagogical practice	Demonstrates excellent and innovative pedagogical practice to support pupils'		

	intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development		education at different stages of development		
	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching	Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
6. Make accurate and productive use of assessment	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Has advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements to coach others		

	Makes use of formative and summative assessment to secure pupils' progress	Pupils make very good use of marking and oral feedback to demonstrate good progress	Pupils make excellent use of consistent high-quality marking and oral feedback. This acts as a model for other classes		
	Uses relevant data to monitor progress, set targets, and plan subsequent lessons	Has extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subjects/curriculum areas he or she teaches, including those related to public examinations and qualifications	Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school		
	Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback	Pupil understanding is checked through good use of questioning	Pupil understanding is extended and challenged through highly effective questioning		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
7. Manage behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the	Has extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies	Has a critical understanding of the most effective teaching, learning and behaviour management strategies		

	school, in accordance with the school's behaviour policy				
	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Able to personalise learning and behaviour codes to provide opportunities for all learners to achieve their potential	Demonstrates how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential		
	Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them	Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them	Models management of classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate all		
	Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	Maintains excellent relationships with pupils, exercises appropriate authority and acts decisively	Models and coaches others to exercise appropriate authority and to act decisively		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
8. Fulfil wider professional responsibilities	Makes a positive contribution to the wider life and ethos of the school	Makes a very positive contribution to the wider life and ethos of the school	Takes a lead in the wider life and positive ethos of the school		

	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Promotes collaboration and works effectively as a team member	Contributes effectively to the work of the wider school team		
	Deploys support staff effectively	Contributes significantly to implementing workplace policies and practice and in promoting collective responsibility for their implementation	Takes a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation		
	Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning	Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues		
	Communicates effectively with parents with regard to pupils' achievements and wellbeing	Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress	Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress		

Appendix 3

Expectations for middle leader positions.

(The distributive leadership roles are extremely important within school as this enables teachers to provide a rich curriculum and use resources effectively.)

Subject lead – core area	Phase Leader	AH	SENco
<p>Take a lead role either within a phase area or within a subject area. Be confident to effectively use skills to</p> <ol style="list-style-type: none"> 1. Monitor and track teaching & learning within the subject by conducting a school audit. 2. Evidence progress of children within the subject area 3. Manage the subject area budget 4. Establish the vision and the long term goals for the subject area. 5. completed a position statement for the subject area which is a self-evaluation of the practices & processes we use. 6. monitor planning 7. make teaching and learning observations 8. create action plan to raise attainment within the subject group. <p>Key area 1. Establishing priorities, key area 2. Improving the quality of teaching & learning, key area 3 deployment of resources key area 4</p>	<p>Use data to inform decision making to</p> <ol style="list-style-type: none"> 1. Ensure provisions and interventions have maximum impact within the phase. 2. Monitor the class teachers within the phase so that planning is up to date. 3. Monitor the quality of work within the books and that marking is up to date. 4. Take on a coaching role to ensure that teacher’s skills develop so that we have consistently good teaching and better in each phase. 5. Make sure that teachers are up to date with assertive mentoring. 6. work with class teacher to set aspirational target for each child within the year group. (the equivalent of 3 sublevels or 6 APS points progress is inspirational) 	<p>In addition to the specific area of responsibility. For the key stage allocated:</p> <ol style="list-style-type: none"> 1. Monitor the quality of provisions & the effectiveness to ensure gaps are narrowing. 2. Have a clear understanding of the ability of the teachers within the key stage and the skills that need developing. 3. Coach/ or work with the phase leaders within the key stage to ensure that the end of key stage data is above national. 4. Monitor the provision for students & NQTs within the Key stage. 5. use data such as raise, arbour, IDS, to identify areas to improve & make an action plan with SLT to develop these areas. 6. use SATs test to analyse patterns of achievement and identify the actions needed to raise attainment & narrow gaps. 	<p>29 standards assigned to SENco’s</p>

<p>professional development into practice.</p> <p>9.monitor and evaluate the effectiveness of the action plan by RAG rating the 4 key areas above, setting targets and then keeping the evidence for the progress in these targets.</p> <p>10.order resources for the subject area and maintain the budget</p> <p>11.improve the subject knowledge of the teachers</p> <p>12.keep a subject leaders file with a</p> <ul style="list-style-type: none"> a)policy b)aims& objectives specified c)action plan d)monitoring & evaluation evidence e)planning evidence f)work sampling evidence g)work sampling evidence h)intervention programmes i)pupil interviews j)case studies where appropriate k)G&T evidence 		<p>7.use the data to track specific groups of children so gaps are narrowed.</p> <p>8.monitor planning / quality of work in books / teaching within the key stage as part of RAP meetings.</p>	
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Appendix 4
Expectations of Upper Pay range staff

UPR 1	UPR 2	UPR 3
To consistently be a good or better classroom practitioner	To be an outstanding practitioner the majority of the time.	To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues.
To provide advice and guidance to colleagues on teaching and learning, behaviour management and pastoral care.	To provide high quality advice and guidance to colleagues on teaching and learning, behavioural management and pastoral care.	To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues.
To investigate, research and disseminate good practice.	To proactively investigate research and collaboratively disseminate good practice.	To lead in the proactive investigation, research and dissemination of good practice and promote collective responsibility for their implementation.
To proactively seek opportunities for improvement in own practice. To support colleagues in improvement in their practice.	To proactively seek opportunities for improvement, whether in own or others' practice.	To act as a respected source of guidance on how to embed improvements in own or others' practice and facilitate opportunities for learning for self and colleagues.
To support the facilitation of quality assurance processes such as collaborative planning and work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.	To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.	To conduct quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.
Support action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.	Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.	Undertake and embed action research or policy development with enhances practice or outcomes in the school through membership of school working parties and focus meetings.
To take a lead in school improvement initiatives.	To play a significant role in school improvement initiatives.	To make a major contribution to the strategic development of school improvement.
To promote the school in a positive light and all its stakeholders.	To work consistently to promote the School in a positive light with all its stakeholders.	To act as an ambassador for the School in its relations with all its stakeholders as required.

Performance Management Recording Sheet

####Year

Name	Salary point	Applying for threshold	Teacher standards met Yes / No	date
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Feedback from the review of the previous years evidence for the 3 targets set

Target 1 : Attainment and Progress

Evidence

Target 2: Leadership

Evidence

Target 3: Whole School Target – Triad peer mentoring

Evidence

Evidence of UPR criteria	
UPR 1	
To consistently be a good or better classroom practitioner	
To provide advice and guidance to colleagues on teaching and learning, behaviour management and pastoral care.	
To investigate, research and disseminate good practice.	
To proactively seek opportunities for improvement in own practice. To support colleagues in improvement in their practice.	
To support the facilitation of quality assurance processes such as collaborative planning and work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.	
Support action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.	
To take a lead in school improvement initiatives.	
To promote the school in a positive light and all its stakeholders.	
UPR 2	
To be an outstanding practitioner the majority of the time.	
To provide high quality advice and guidance to colleagues on teaching and learning, behavioural management and pastoral care.	
To proactively investigate research and collaboratively disseminate good practice.	
To proactively seek opportunities for improvement, whether in own or others' practice.	

<p>To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.</p> <p>Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.</p> <p>To play a significant role in school improvement initiatives.</p> <p>To work consistently to promote the School in a positive light with all its stakeholders.</p>	
<p style="text-align: center;">UPR 3</p> <p>To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues.</p> <p>To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues.</p> <p>To lead in the proactive investigation, research and dissemination of good practice and promote collective responsibility for their implementation.</p> <p>To act as a respected source of guidance on how to embed improvements in own or others' practice and facilitate opportunities for learning for self and colleagues.</p> <p>To conduct quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.</p> <p>Undertake and embed action research or policy development with enhances practice or outcomes</p>	

in the school through membership of school working parties and focus meetings.	
To make a major contribution to the strategic development of school improvement.	
To act as an ambassador for the School in its relations with all its stakeholders as required.	