



SILS POLICY FOR APPRAISING TEACHER PERFORMANCE AND DEALING WITH CAPABILITY



Application of the Policy

This policy specifies and interprets the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

The policy is in two separate sections:

Part A of the policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the head teacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

PART A – Appraisal

The policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher; supporting their development needs within the context of the school's improvement plan and their own professional needs.

The policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

Aim: Our goal is to develop all staff to continuously improve the quality of teaching and learning to ensure high levels of achievement for all children, high levels of teaching skills and to provide job satisfaction and progression for staff in their chosen career plan.

Process: Appraisal in conjunction with CPD is the process that links priorities for school improvement as set out in the SIP with priorities for career progression.

Outcome: The outcome of the appraisal process will provide evidence of performance that will inform career and pay progression for the teacher and the schools' evaluation of student achievement, quality of provision, behaviour and safety and leadership.

The ultimate outcome of the appraisal process will be an assessment of a teacher's performance. This assessment may, for those teachers who are eligible, lead to a pay and career progression recommendation. It may for teachers whose performance is unsatisfactory or who consistently do not make required improvements, lead to capability.

Measurement: Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the standards and objectives specified in the statement will be the basis on which the recommendation is made by the appraiser.

APPOINTING APPRAISERS

The head teacher will be appraised by the suitably skilled and/or experienced external adviser appointed by the management committee to support them in carrying out the annual performance review of the Head. The performance review will be conducted in accordance with the school's Appraisal policy.

The head teacher will decide who will appraise other teachers. All appraisers of teachers, other than those appraising head teachers, will be teachers and will be suitably trained.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Dealing with Concerns in Performance.

The Appraisal Cycle

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for the head teacher and all teachers by 30 October.

The appraisal cycle at SILS will run from September 1 to 31st August.

Appraisal is an ongoing cycle, not an event, involving three stages of setting objectives and standards (planning), monitoring performance and assessing performance. The assessment and report stage will begin in July and be finalised by the end of September. The planning stage will begin in July and be finalised by 30 October.

There will be interim monitoring meetings for all teachers during each term and progress towards achieving the objectives and meeting the standards will be recorded on the planning statement in the following way:

Red = No evidence of progress towards meeting criteria

Amber = Some evidence of progress but criteria not fully met

Green = Evidence that criteria are fully met.

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

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school during an appraisal cycle.

SETTING OBJECTIVES *and Standards*

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

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be appropriate to the teacher's role and level of experience. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the educational provision and performance of pupils at the school. This will be ensured by the requirement that all teachers are set a maximum of three objectives; one relating to student achievement, one relating to the quality of teaching and the third to professional development.

Other than in exceptional circumstances, no teacher will be set more than three objectives.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. *All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in May 2012.*

The head teacher will determine whether certain teachers should also be assessed against other sets of standards or performance expectations that are relevant to them.

REVIEWING PERFORMANCE

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development; to inform school improvement. All observation will be carried out in a supportive fashion.

At SILS, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy. Classroom observation will:

- be conducted by teachers with QTS.
- be evaluated objectively, reported accurately and fairly (taking account of particular circumstances which may affect performance on the day)
- be conducted following adequate notice, **at least 5 working days' notice, with**
- verbal feedback provided by the end of the next school day

For the purpose of appraisal, there will be a maximum of three lesson observations per year at SILS. In addition to formal observation, head teachers or other SLT members with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

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

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed will reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient improvement is made;

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

ANNUAL ASSESSMENT

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

The teacher will receive as soon as practicable following the end of each appraisal period and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);
- the appraisee may append comments

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

PAY PROGRESSION

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

SILS staff are covered by the schools pay policy and the management committee should consider the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The management committee will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. At SILS we encourage a culture in which teachers take responsibility for improving their teaching through appropriate professional development, linked to school improvement priorities.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the management committee about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help SILS to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

DEALING WITH CONCERNS IN PERFORMANCE

Where there are concerns about any aspects of a teacher's performance, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

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

If an appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, **but substantial improvement should be demonstrated within 4 working weeks**, with appropriate support as agreed in the Action Plan. During this monitoring period the teacher will be given regular feedback on progress and arrangements made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from HR services. Where the head teacher has not been recommended for pay progression he/she will be informed by the chair of the management committee. The head teacher or teacher who has not been recommended for pay progression may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

Part B – Capability Procedure

This procedure applies only to teachers or head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

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

Formal capability meeting

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

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

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

- identify the professional shortcomings, *for example which of the standards expected of teachers are not being met;*
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be (*insert time period – e.g. between four and ten weeks. It is for the school to determine the set period. It should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place*); and
- warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

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

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

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

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

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

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision meeting

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

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If

performance remains unsatisfactory, a decision, or recommendation will be made to the local authority that the teacher should be dismissed or required to cease working at the school.¹

Before the decision to dismiss is made, the school will discuss the matter with the local authority.

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

Decision to dismiss

The power to dismiss staff rests with the Director of Education (following recommendation from the management committee).

Appeal

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

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

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



GENERAL PRINCIPLES UNDERLYING THIS POLICY

Consistency of Treatment and Fairness

The management committee is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the schools and Southwark absence policies and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and management committee to quality assure the operation and effectiveness of the process. Appraisees will be consulted on requests for access to statements in the context of this policy.

Monitoring and Evaluation

The Management Committee will monitor the operation and effectiveness of the school's appraisal arrangements. The head teacher will provide an annual report on the operation of the appraisal and capability policies to the management committee. The report will not identify any individual by name. The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

The management committee is committed to ensuring that the appraisal process is fair and non-discriminatory and the head teacher's report will include a statement of equal opportunities monitoring because they represent the possible grounds for unlawful discrimination.

Review of the Policy

The management committee will review the appraisal policy every school year. The management committee will take account of the head teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the school improvement plan, the SEF, the Professional Standards for Teachers, the pay policy are published on the school's intranet.

Retention

The management committee and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.



The SILS Management Committee adopted this policy document on **18th Sept 2013**

The policy will be reviewed annually (next review: Sept 2014)

APPENDIX 1 – Planning Document

TEACHER		APPRAISER	
ROLE		DATE	

Teacher Standards Part One in brief below, full version on SILS intranet or DFE website

- 1 Set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities

OBJECTIVE SETTING:

Prior to the planning meeting, the appraisee needs to complete the following

- Self assessment of teachers standards and professional conduct
- Action steps, setting out what the appraisee intends to do to deliver the objectives

Were all objectives set last year achieved? **Yes** **No** (Record the objective (s) that are yet to be achieved)

<p>Whole school targets: 5 A* to C including English and Maths to be greater than 30%; and Level 5 at end of KS3 Eng and Maths greater than 45%</p> <p>Appraisal outcomes:</p> <ol style="list-style-type: none"> 1. Teaching: 100% of teaching is good, and at least 30% is outstanding 2. Learning: 60% of students achieve two sublevel progress if on roll for two terms (and) 3. Leadership: (linked to upper pay spine standards or WS responsibility) 					
Objectives	Action steps	Timelines when	Evidence of impact	Standards (max 2 / obj.)	Monitoring & feedback Green, Amber, Red
1. Teaching					
2. Student Learning					
3. Leadership or linked to dept target, WS responsibility or staff CPD					

TRAINING, DEVELOPMENT AND CPD

What skills/areas of work do you feel you need to improve on?

Based on the professional standards of teachers, objectives set, lesson observation and any other areas for improvement, **outline the development and CPD needs to be addressed this academic year in order of priority.**

- 1.
- 2.
- 3.

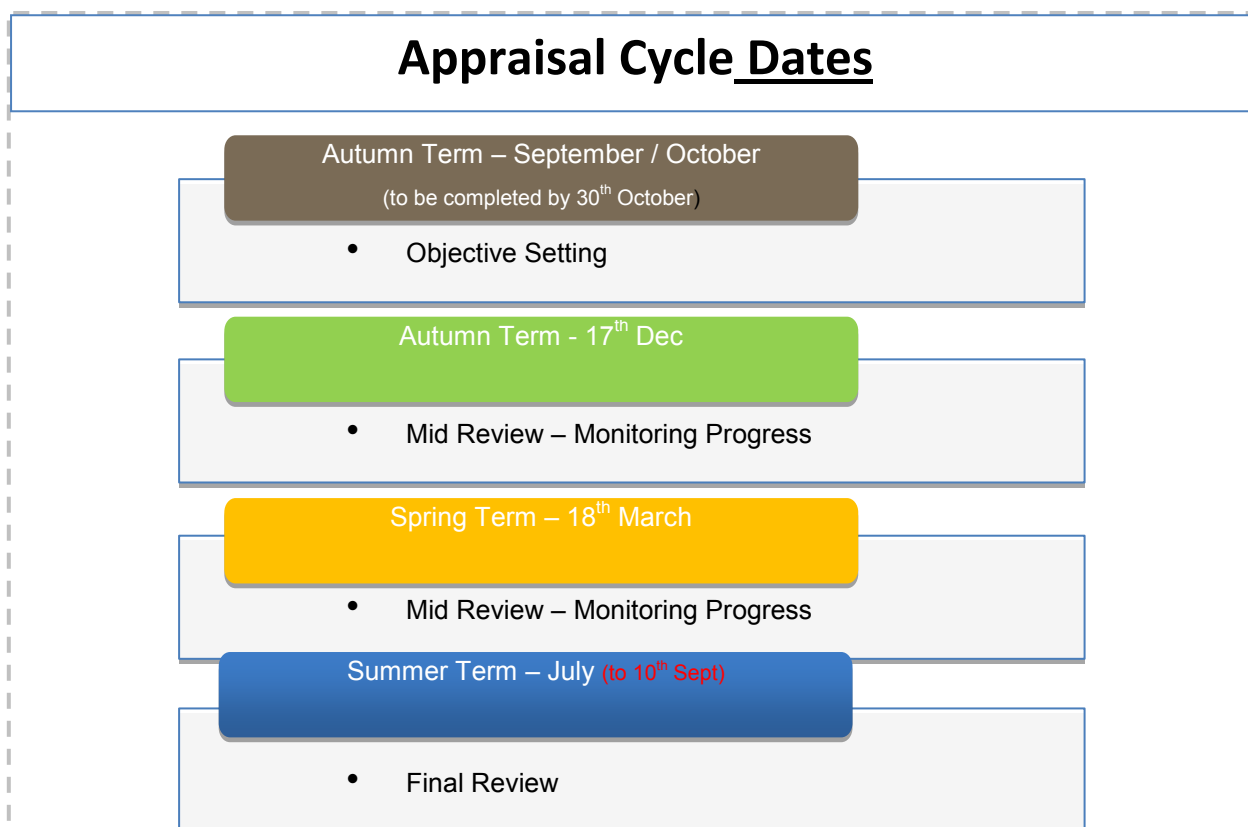
** Please note external development initiatives i.e. external courses, visiting another academy will need be approved by SLT beforehand.*

Teacher's signature: _____ Date: _____

Appraisal Manager: _____ Date: _____

Headteacher (Counter Signature): _____ Date: _____

APPENDIX 2: Guidance for appraisee's and appraisers on drafting objectives and monitoring performance



Appraisal Objectives Keep it Simple!

8 Steps to setting effective objectives

- 1 Max. of three objectives: one for learning, one for teaching and one for leadership and management or CPD
- 2 Relate all objectives to the School Improvement Plan.
- 3 For each objective, set a clear outcome.
- 4 Teachers take responsibility for their actions.
- 5 Monitor consistently and provide regular feedback.
- 6 Agree and record evidence continuously.
- 7 A teacher's performance is assessed against the relevant teacher standards.
- 8 Evaluate rigorously.

Appraisers and Appraisees: What you need for the planning meeting

Appraisers

Appraisal Policy
Professional Standards
School/Dept. Improvement Plan
Objective pro formas
Performance criteria

Appraisees

Job Description
Professional Standards
Current review statement
Student data
Self assessment against standards

Each Planning statement has five parts:

1. The Outcome (derived from and linked to the School Improvement Plan)

This will be determined each year by the Headteacher and SLT from the SEF/SIP process.

2. The Action Steps (derived from job description, duties and responsibilities)

There are usually no more than two action steps for each outcome. They should be **drafted by the appraisee prior to the planning meeting**. They set out what the appraisee intends to do to deliver the outcome. They will take account of the job description, career aspirations and existing skill and knowledge base. Action steps should not be a list of tasks. Each action step should describe a process and may have several constituent parts. CPD may be required to effectively and successfully achieve the action step. Therefore **any CPD required should be set out within the Action step and highlighted**.

3. Timelines (part of the Action Steps)

This will ensure that the action steps are SMART (specific, measurable, achievable realistic and time bound).

4. The evidence (derived from agreed evidence protocols and linked to knowledge, skills and competencies)

To be presented by appraisee at mid review points or end of the cycle. Evidence will be used to assess the impact of the action steps on the objective and evaluate performance against agreed criteria.

5. Teacher Standards (Performance Criteria)

The Appraiser will set the standard against which the evidence will be assessed. The relevant Standards will be identified within the teacher's job description. Normally up to two Standards will be set for each objective. In order for an appraiser to determine performance as good or outstanding, or to make a pay recommendation, all Standards must be fully met, i.e. a green record in the monitoring and assessment column of the appraisal statement and a 'fully met' judgement in the review statement.

APPENDIX 3: Appraisal Review Statement (Mid term or final)

TEACHER		APPRAISER	
ROLE		DATE	

Objective 1:
(Columns 1 – 3 to be copied from planning document)

Action Steps	Evidence	Standards	Review Comment	Judgement R, A or G

Objective 2:
(Columns 1 – 3 to be copied from planning document)

Action Steps	Evidence	Standards	Review Comment	Judgement R, A or G

Objective 3:
 (Columns 1 – 3 to be copied from planning document)

Action Steps	Evidence	Standards	Review Comment	Judgement R, A or G

<p>Summary of strengths:</p>
<p>Summary of areas for future development:</p>
<p>Recommendation statement from pay progression (if applicable):</p>

<p>Appraisee's statement:</p>
<p>The content of this statement has been agreed by:</p> <p>Appraisee's: _____ Appraiser: _____ (Signature) (Signature)</p> <p>Date: _____ Date: _____</p>

Appendix 4: Self assessment

1. Teachers standards (on separate attachment): to be completed prior to planning meeting

2. Performance Expectations – UPS1

Standards and Achievement

- ▶ Demonstrates that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.
- ▶ Demonstrates consistent and effective use of information about prior attainment to gain set and communicate well grounded and challenging expectations for pupils
- ▶ Uses full range of assessment information to set challenging targets for learning
- ▶ Routinely assesses rates of pupil progress and incorporates the information into ongoing planning
- ▶ Develops pupils' literacy, numeracy and information and communications technology skills as appropriate within their phase and context

Quality of Provision

- ▶ Demonstrates that they have a thorough and up-to-date knowledge of their subject(s)/specialism(s) and routinely supports colleagues in teaching the subject or specialism.
- ▶ Demonstrates knowledge and understanding and take account of wider curriculum developments which are relevant to their work
- ▶ Demonstrates consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs
- ▶ Demonstrates consistent and effective use of the range of appropriate strategies for teaching and classroom management
- ▶ Prepares lessons with clear objectives to ensure successful learning by all pupils

Leadership and Management

- ▶ Demonstrate an active contribution to the policies and aspirations of the school
- ▶ Demonstrates that they are effective professionals who challenge and support all pupils to do their best through:
 - inspiring trust and confidence
 - building team commitment
 - engaging and motivating pupils
 - analytical thinking

- positive action to improve the quality of pupils' learning
- ▶ Demonstrates responsibility for their professional development and use the outcomes to improve teaching and pupils' learning
- ▶ Coaches and mentors, NQTs and Teachers in their Early Years to develop their teaching skills
- ▶ Helps NQTs and Teachers in their Early Years to operate collaboratively and perform effectively in the team

Performance Expectations UPS2

Standards and Achievement

- ▶ Demonstrates knowledge, understanding and routine use of the full range of assessment data and pupil information to support medium term curriculum planning
- ▶ Articulates consistently high expectations and plans a teaching programme that enables pupils to meet and exceed their learning targets
- ▶ Understands the connection and progression in subject areas and uses this in their teaching to ensure pupils make good progress

Quality of Provision

- ▶ Undertakes routine evaluation of own practice with all ability groups and consistently seeks to develop and use the most effective strategies
- ▶ Can provide evidence of impact of professional development and continuous learning upon effective practice
- ▶ Continuously reviews and acts to create a positive climate for learning in his/her own classroom
- ▶ Creates and maintains positive supportive relationships with all pupils in all groups

Leadership and Management

- ▶ Participates in mentoring and coaching adults and pupils and readily gives and receives constructive professional feedback
- ▶ Assists in determining and actively promotes the learning priorities of the school
- ▶ Actively promotes the interests of the school in the local community
- ▶ Actively contributes to a school-wide positive climate for learning
- ▶ Creates and maintains positive, supportive relationships with staff, parents and governors
- ▶ Identifies challenging performance management objectives to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- ▶ Coaches and mentors pre-threshold teachers to reach threshold standards
- ▶ Demonstrates to the teaching team, through their practice, examples of outstanding teaching

Performance Expectations UPS 3

Standards and Achievement

- ▶ Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups
- ▶ Provides targeted and positive support for pupils who have particular needs
- ▶ Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching
- ▶ Sets consistently high expectations for pupils in their class and homework
- ▶ Secures, through their teaching, that pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations;

Quality of Provision

- ▶ Demonstrates expertise in their subject or specialism
- ▶ Understands pupils' perceptions and misconceptions from their questions and responses and is able to spontaneously demonstrate solutions with relevant examples and case studies
- ▶ Understands and can demonstrate the potential of ICT in their subject or specialist teaching
- ▶ Understands and uses the most effective teaching methods to achieve the teaching objectives in hand
- ▶ Displays flair and creativity in engaging, enthusing and challenging groups of pupils
- ▶ Uses questioning and explanation skilfully to secure maximum progress
- ▶ Maintains respect and discipline; is consistent and fair
- ▶ Continuously improves their teaching through assessing the impact of their own practice
- ▶ Secures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour

Leadership and Management

- ▶ Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that mark them out even amongst post-threshold teachers
- ▶ Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school
- ▶ Shows a consistent track record of parental involvement and satisfaction
- ▶ Coaches and trains post-threshold and other teachers to help them become more effective in their teaching
- ▶ Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements
- ▶ Tackles an aspect of pupil-underperformance that the school wants to address, including narrowing the achievement gap
- ▶ Leads through their day to day practice, outstanding quality of teaching for a team of teacher