



**THIS POLICY COVERS ALL ACADEMIES/SCHOOLS WITHIN  
ARDEN MULTI-ACADEMY TRUST**

<b>Name of Policy</b>	<b>Appraisal Policy - Teachers</b>	
<b>Lead</b>	Martin Murphy, CEO	
<b>Governor Committee</b>	Business & Personnel Committee	
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	September 2019 – minor amendments to reflect Trust status	



## Preamble

The aims of this policy are:

1. That pupils will benefit because their teachers will have a more sharply focused picture of what, with encouragement, support and high expectations their pupils can achieve.
2. That teachers will benefit because they have the right to expect that their performance will be regularly assessed and that they will have a proper opportunity for professional discussion with their appraiser about their work and professional development.
3. That the policy is developmental and supportive and intended to foster professional dialogue between colleagues.

The policy will emphasise five key features:

- Raising standards for all pupils – i.e. progress for all
- Stimulating continuous professional development
- Involving teachers in school planning and in mutual help and support
- Manageability – so that appraisal is regarded as an integral and essential part of how the school/academy operates
- Equity – to ensure policies and processes are open and fair, while respecting confidentiality to individuals

The cycle will have three stages:

- Planning – at this stage, the `appraiser` discusses with the jobholder classroom observations, their priorities and objectives for the coming year within the framework of the school development plan. These objectives, which should be reasonable and realistic, will be written down and a discussion will follow on how progress should be monitored.
- Monitoring – the teacher and appraiser keep progress under review throughout the cycle with the appraiser taking any supportive action needed. Monitoring includes classroom observation, feedback and the review of progress against the set objectives in a formal interim review.
- Review – the appraiser and the teacher formally review achievements over the year and evaluate progress against the objectives set. In addition, they will review progress against part 1 and 2 of the Teacher's Standards.

## Reviewing the performance

The review at the end of the cycle is an opportunity for a more extended and detailed reflection on the teacher's performance. The reviewer will be expected to:

- Confirm the essential tasks, objectives and standards of the teacher;
- Recognise the strengths and achievements of the year;
- Confirm action agreed during the in-year monitoring;
- Identify areas for development and how these will be met within the constraints of the school's inset and overall budget plan;
- Recognise the teacher's personal development needs;
- Record the professional development (CPD) undertaken by the reviewee;

- Discuss possible changes in work environment, organisation and facilities which could raise standards.

NB: The School Teachers' Pay and Conditions Document S P T C D sets out the basis on which pay progression to all teaching staff should be made, linking all pay progression to performance. Relevant information from appraisal statements for the teacher will be taken into account by the Associate Headteacher/Heads of School and the Performance & Pay Committee of the Trust Board in taking decisions, and in advising those responsible for taking decisions, on the use of any discretion in relation to pay. Further information is available in the Trust Pay Policy.

This Appraisal Policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

Arden Multi-Academy Trust regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification. Information from review statements may also be used to inform decisions about promotion and disciplinary matters.

The operation of the policy will be monitored by the Associate Headteacher/Heads of School and Trust Performance & Pay Committee and reviewed annually. This policy should be read in conjunction with the Teacher Appraisal guidance Document (based on the SMBC Teacher Appraisal Guidance Document 2014).

### **Appraisal structure and cycle**

1. The Performance & Pay Committee set objectives/appraise the CEO and Executive Headteacher. The CEO, Executive Headteacher and Director of Primary Education, with the Performance & Pay Review Committee, set objectives/appraise the Associate Headteacher/Heads of School. The Associate Headteacher/Head of School appraises, with SLT and line managers, the teaching staff which is approved by the Executive Headteacher.
2. The cycle is an annual one which runs from September to August.
3. Review meetings are held and planning for the next cycle takes place in the first half of the autumn term. Colleagues can either hold separate meetings for these two processes or cover them both at the same meeting as is mutually convenient.
4. As part of the monitoring of progress at least two/three classroom observations (Secondary - 2 x 30 minutes, Primary – 3 x 20 minutes) should be carried out. Ideally this should have been completed by the end of the first half of the summer term.
5. A brief interim review of progress towards the agreed objectives should also be made; this should ensure that colleagues receive any support necessary for their achievement. Ideally this should also have been completed by the end of the second half of the spring term. (Colleagues may find it

convenient to cover the lesson feedback and the brief review of progress at the same meeting.)

## **Documentation**

Once completed in draft, the Annual Review Statement and the Planning Record should be passed by appraisers to the Associate Headteacher/Heads of School for approval/signature.

### Secondary

As confidentiality is essential there will only be two copies of the Annual Review Statement – one held by the teacher and another held by the Associate Headteacher on a central file, to which the appraiser or members of the Performance & Pay Committee responsible for making decisions regarding pay could request access. However, the Associate Headteacher, reviewer and teacher will keep copies of the Planning Record. The Head of Department, if he/she has not acted as appraiser for performance management purposes, will also be given a copy of this document. This should ensure that Heads of Department are able to facilitate achievement of the objectives in particular regarding any training and development activities.

### Primary

As confidentiality is essential, only members of LMT will be able to access these via the LMT folder on the network. Members of the Performance & Pay Committee responsible for making decisions regarding pay could request access. However, Heads of School LMT and teachers will keep copies of the Observation Records. The Year Leader, if he/she has not acted as appraiser for performance management purposes, will still have access to the LMT folder. This should ensure that Year Leaders are able to facilitate achievement of the objectives in particular regarding any training and development activities.

The Classroom Observation Checklist should be used as an aid to classroom observation and to facilitate feedback but after use should be destroyed. The summary Classroom Observation Feedback Record (Appendix 1) should be completed and copies kept as a record by the teacher and appraiser only. The 'agreed' SMBC Classroom Observation and Learning Walks and Drop-Ins protocol are attached for guidance (Appendix 8).

A formal record of the interim review of progress is required and must be jointly signed.

## **Appraisal Policy**

### Introduction

Appraisal is a process to support the development of all staff to improve teaching and to raise standards.

The policy covers all teachers except those on contracts of less than one term those in their induction year who are covered by separate procedures and those who are subject to the Capability Policy. It does not apply to agency workers.

### The annual appraisal cycle

The process will establish that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities. It will involve a three-stage annual review process.

#### Stage 1 – planning

Each teacher will discuss three objectives with the appraiser who will record these on the planning record. The appraiser will record the objectives which will apply for the review period. These will be jointly agreed if possible. If there is any difference of opinion about the objectives the appraiser will make the determination; however, the teacher may add comments to the written record of objectives.

Teacher objectives will cover pupil progress as well as ways of developing and improving the teacher's professional practice. Objectives will be specific, measureable, achievable, realistic and time bound (SMART) and will be fair, reasonable and appropriate to the teacher's role and level of experience.

The objectives will be clearly linked to teacher standards and this will be highlighted on the planning sheet. This enables staff to map progress against the standards and for discussions to take place enabling individual staff to focus on specific objectives for professional growth. The relevant standards are the DfE Teachers' Standards 2012 (Appendix 7) and the performance of each teacher will be assessed against these. Whilst the Teachers' Standards will not be used as a checklist against which the teacher's performance is assessed, they will be fully considered as part of the process. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear, compelling written evidence to the contrary is provided.

The aim is to ensure a high standard of classroom teaching. To enable this to occur the criteria detailed in (Appendix 2) and the Teachers' Standards will be consistently applied and will inform the objectives agreed for each teacher.

The criteria used to inform the objectives will be drawn from the Teachers' Standards and may include:

- Lesson preparation and planning
- Subject knowledge
- Lesson presentation and teaching methods
- Communication and motivational skills
- Discipline
- Marking, assessment and monitoring of pupils' work and progress
- Effective use of homework
- Classroom organisation
- Implementation of school policies
- Additional responsibilities

The objectives set for each teacher will, if achieved, contribute to the Academy's plans for improving educational provision and performance and improving the education of pupils. The objectives will be moderated by the Associate Headteacher/Heads of School or Deputy Head in order to ensure fairness and consistency.

#### Stage 2 – Monitoring progress

The appraiser (Secondary) or SMT along with subject or year leaders (Primary) will undertake two classroom observations sufficient to make an informed judgment. It is reasonable to set a maximum of three or more hours (as agreed with the individual school/academy) for lesson observations for all aspects of appraisal throughout the year. However, in exceptional circumstances, where an OFSTED report declares the school/academy either to be in need of special measures or suffering from serious weaknesses, or in the case of an individual teacher becoming subject to capability procedures, additional observation may be necessary.

There should be a balanced selection of lessons to be observed to reflect the range of the teacher's work. The teacher should be informed in good time and not less than 5 days.

In addition to formal observation, the Associate Headteacher/Heads of School or other leaders with responsibility for teaching standards may "drop in", in order to evaluate the standards of teaching and classroom practice 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. "Drop in" can be used to provide feedback to teachers as part of the ongoing supportive nature of the appraisal process.

If the appraiser requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

### Stage 3 – Reviewing performance

Performance and development priorities will be reviewed and addressed throughout the process and an interim appraisal meeting will take place at the mid-point of the cycle (March) to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

There will be an annual review meeting between the teacher and the appraiser which will mark the end point of the cycle. It will formally assess the teacher's performance in respect of that cycle. It will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, development plan and professional development policy, and the support to be provided.

A written/online review statement will be prepared by the appraiser at the review meeting, recording the main points made and the conclusions reached and a recommendation on pay including any identified development needs on a separate annex. If it is not possible to complete the statement at the meeting it must be prepared by the appraiser within 10 working days of the meeting. The teacher will be provided with a copy and may, within 10 working days of first having access to the copy, add to it comments in writing.

There will only be two copies of the review statement – one held by the teacher and another held by the Associate Headteacher/Heads of School/SMT and LMT on a central file, to which the appraiser or governors responsible for making decisions regarding pay could request access.

All review statements will be kept in the central file for no longer than is necessary (GDPR and relevant Data Protection Act) the Record Management Society suggests the current cycle plus 5 years.

The training and development needs from the review statement will be given by the Associate Headteacher/Heads of School to the person responsible for training and development.

### Leadership group

The Associate Headteacher/Heads of School objectives will cover school leadership and management as well as pupil progress. If the Associate Headteacher, Heads of School, the CEO/Executive Headteacher, Director of Primary Education and Performance & Pay Committee are unable to agree objectives, those appointed to review the performance of the appraisee should set and record objectives. The appraisee may add comments to the written record of objectives if an agreement cannot be reached.

The Trust Board will appoint an external adviser who will provide them with advice and support in relation to the review of the senior leader's performance.

A copy of the Associate Headteacher/Heads of School review statement will go to the Performance & Pay Committee.

Members of the Senior Leadership Team will have annual objectives relating to pupil progress and school leadership and management.

For members of the Senior Leadership Team the appraiser will normally be the Associate Headteacher, Deputy Head, Heads of School or Assistant Heads as required.

### Complaints

Within 10 working days of receiving the review statement:

- Teachers can record their complaint with aspects of the review on the review statement. Where these cannot be resolved, the Associate Headteacher/Heads of School can raise the concerns with the CEO/Executive Headteacher/Director of Primary Education. If there is further dispute the Performance & Pay Committee will appoint a panel of three trustees/governors who have not participated in the teacher's review, to act as review officers. No trustee or governor who is a teacher or staff member will be involved in the performance review.
- The Associate Headteacher/Heads of School can record his/her dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the CEO/Executive Headteacher/Director of Primary Education they can raise concerns with the Chair of the Performance & Pay Committee. Where the Chair has been involved in the review process, the Trust Board should appoint a panel of three trustees who have not participated in the Associate Headteacher/Heads of School review, to act as review officers. No trustee/governor who is a teacher or staff member will be involved in the performance review.

The same process will be followed for the CEO and Executive Headteacher.

The review officer will investigate the complaint and take account of comments made by the job holder. The review officer should conduct the review of the complaint within 10 working days of referral.

They may decide that the review should remain unchanged or may add observations of his/her own.

The review officer may decide, with the agreement of the person responsible for carrying out the initial review to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.

Where a new review is ordered, new trustees/governors will be appointed to carry out the review of the CEO, Executive Headteacher, Director of Primary Education, Associate Headteacher or Heads of School. For teachers, the Associate Headteacher/Heads of School will appoint a new appraiser.

Any new review, or part review, should be conducted within a further 15 days.

The complaints procedure does not remove an employee's right of recourse to the grievance procedure at any stage.

### **Managing weak performance**

The appraisal process or other monitoring may identify serious deficiencies in a teacher's performance. Where this occurs, appraisal will cease and the capability procedure will be used and the teacher will be notified in writing of this and invited to a formal capability meeting. At the initial stage of the capability procedure the teacher and the teacher's representative will be provided with the evidence which has prompted the implementation of the capability procedure. There will be a transition period of a reasonable period of time, normally 8 weeks, before there is a move to the formal capability procedure.

### **Teachers experiencing difficulties (from SMBC Guidance)**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved. Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible (e.g. employee assistance programme, Occupational Health).

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures, the appraiser, the Associate Headteacher, Heads of School, or a member of the leadership team, will, as part of the appraisal process, meet the teacher.

(NB. Before embarking on this meeting the appraiser will have already had an interim review with the teacher when concerns will have been discussed and remedial action taken to rectify such concerns. Reference to the appraisal objectives and relevant standards will feature in these discussions as appropriate. In no circumstances will a teacher learn about performance shortfalls for the first time in a

meeting under this section of the Appraisal Policy.)

The meeting with the teacher will:

- Give clear written feedback to the teacher about the nature and seriousness of the concern;
- Give the teacher the opportunity to discuss the concern;
- 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, a written action plan will be documented in a format that sets out the following headings:

- Objectives
- Measures of success
- Support plan
- Timescales
- Space for recording process

Support methods may include coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers, that might help address those specific concerns.

Where there are a significant number of different areas of performance requiring improvement, the action plan will focus on the areas of priority.

The action plan will make clear how progress will be monitored and when it will be reviewed.

The action plan will explain the implications and process if no, or insufficient, improvement is made within the specified timescale.

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 sufficiently against the action plan. This will depend upon the circumstances but will be for a period of 8 to 12 weeks (as determined by the Associate Headteacher/Heads of School), with appropriate support as agreed in the action plan, in order that the aim of recovering and improving performance can be achieved. If it becomes appropriate to modify the support arrangements during a review period, this will be done via agreement.

If sufficient progress is made against the concerns outlined in the action plan, 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 Associate Headteacher/Heads of School.

Following this meeting the appraisal process will continue as normal.

*In these situations, where good progress is made the teacher reverts to the Appraisal Policy.*

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.

### **Transition meeting**

The employee, appraiser/line manager (trustee if this involves the CEO, Executive Headteacher, Director of Primary Education and Associate Headteacher/Heads of School) will be present at the meeting. As the outcome of the meeting may have serious consequences, the employee should be encouraged to be accompanied by a recognised trade union representative (or person approved by the trade union) or a nominated work colleague.

The meeting will consider:

- The evidence which has given rise to specific concerns about an employee's performance;
- The seriousness of the concerns and their impact on the performance of the school/academy/Trust;
- The support that has been provided to date;
- The time for which the concerns have persisted and over which support has been provided;
- The 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 through the appraisal process;
- Any mitigating factors and response from the employee concerned.

Once these matters have been considered, the Chair will adjourn the meeting. The decision will be communicated to the employee in writing, normally within 5 days.

The decision will be either to continue with appraisal procedures or to initiate the capability process through the convening of a formal interview.

The transition to the capability procedure will not normally be made unless there is robust evidence provided through the appraisal procedure which includes the informal stages of support and monitoring, (see section entitled 'Teachers Experiencing Difficulties') that:

- Specific underperformance, against identified standards, has existed for a significant period of time;
- The underperformance is either serious or has persisted despite the provision of appropriate support.

The investigatory meeting will, if capability procedures are instigated, inform the formal interview in the capability procedure where the employee and their representative should be provided with the evidence from the appraisal or monitoring procedures which has prompted its implementation.

## **Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report. The Associate Headteacher/Heads of School should ensure teachers are aware of their right of appeal. Details of the appeals process is contained in the School Pay Policy. Where the senior leader has not been recommended for pay progression he/she will be informed by the appropriate line manager/trustee. The Associate Headteacher/Heads of School will notify any teacher who has not been recommended for pay progression of the date when the Performance & Pay Committee meets to consider pay recommendations, following which the teacher may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **General principles underlying this policy**

### ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

### Consistency of treatment and fairness

Arden MAT is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### Sickness

If a period of long term sickness absence coincides with the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's sickness absence management policy.

### 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 and professional relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Trust Board recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee, this may be in relation to peer observations or team teaching. Any such activities would only involve those with qualified teacher status, and would be with agreement of those taking part.

However, the desire for confidentiality does not override the need for the CEO/Executive Headteacher, Associate Headteacher/Heads of School and the Performance & Pay Committee to quality-assure the operation and effectiveness of the appraisal system. The Associate Headteacher/Heads of School or

appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Associate Headteacher/Heads of School might also wish to be aware of any pay recommendations that have been made.

Teachers may need to divulge details of their appraisal discussions in the course of seeking advice from their professional association representatives.

#### Monitoring and evaluation

The Performance & Pay Committee and Executive Headteacher will monitor the operation and effectiveness of the school's/academies appraisal arrangements across the Trust.

The Executive Headteacher will provide the Performance & Pay Committee with a written report on the operation of the Trust school/academy's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Executive Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

#### Retention

The Performance & Pay Committee and Associate Headteacher/Heads of School will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

### **Links between pay, career stages and appraisal**

#### Induction

The final meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent appraisal cycle.

#### Main pay range

Teachers can expect an annual increment if they are performing in line with the criteria identified in the guidance document. Those subject to formal capability proceedings may be deemed unsatisfactory performers, but the Performance & Pay Committee still has discretion to determine that such a person receive a point. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure (see section 11.0 Pay Policy).

#### Upper Pay Range

The reviews of teachers who want to move to the Upper Pay Range will be used to inform the applications by the teachers and the Associate Headteacher's/Heads of School's assessment. Further details of the application process are contained in the Pay Policy (see section 12.0 Pay Policy).

#### Performance pay points

For teachers paid on the Upper Pay Range, Leading Practitioners and teachers in the leadership group, performance reviews will form part of the evidence used to make decisions about the award of performance pay points. Further details are contained within the Pay Policy.

Relevant information from the review statements may be taken into account by those who have access to them in making decisions and advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters. Where review statements are used to inform decisions about performance, pay and promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion. Their use in disciplinary or dismissal procedures will be governed by the procedures agreed for addressing such matters.

#### Review of the policy

The Executive Headteacher/Director of Primary Education will report annually to the Performance & Pay Committee on appraisal procedures in the schools/academies and the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report. The CEO (in consultation when necessary with the accredited representatives of the recognised trade unions) will update and amend the policy as required to ensure that it is effective and complies with regulations and changes which may from time to time be introduced by the DfE.

## APPENDIX 1

**EXAMPLE OF CLASSROOM OBSERVATION FEEDBACK RECORD**

	Highly impactful	Impactful	Limited Impact	Serious concerns
<b>Planning (Personalisation)</b>	<p>Both students and teacher can clearly describe their learning journey, what they have learnt and where they are going next. All students can identify where the learning journey is in their books or on Google Classroom.</p> <p>Planning before the lesson is highly effective, personalising according to prior data; maximises use of time and resources to further learning, pace and structure engages / motivates all pupils.</p> <p>Lessons are reactive and planning is adapted when there are opportunities to deepen learning or to address misconceptions.</p> <p>Both classwork and homework is medium term planned so that it maximises its impact on learning.</p>	<p>Most students can describe the learning journey when prompted.</p> <p>Planning is usually effective.</p> <p>The pace, resources and lesson structure engages and motivates the majority of students most of the time.</p> <p>Planning is effective; lessons are personalised to support and challenge pupils according to their prior data; time and resources are well used to further learning; pace and structure engages and motivates almost all pupils.</p> <p>Both classwork and homework is medium term planned so it has a demonstrable impact on learning.</p>	<p>Students and/or teacher are not able to describe the learning journey when prompted.</p> <p>Shared lesson plans/resources are not routinely adapted for each class.</p> <p>The pace of learning is at times poor. Groups of students are sometimes not working / have no work to do.</p> <p>There is evidence of a lack of planning and the prior data of the pupils is not taken into account; some opportunities to react and deepen learning or address misconceptions are missed. Homework is often not pre-planned and may frequently be to finish the work started in class.</p>	<p>Students and/or teacher are not able to describe the learning journey when prompted.</p> <p>Shared lesson plans/resources are not routinely adapted for each class.</p> <p>The pace of learning is poor. Groups of students are often are not working / have no work to do.</p> <p>The lesson does not take into account prior data. It is not reactive. There is evidence of a lack of personalised planning. Homework is usually not pre-planned and may frequently be to finish the work started in class.</p>
<b>Modelling</b>	<p>Modelling is used to provide students with clear structures which enable them to complete responses to the highest level of which they are capable.</p> <p>Models are explained to pupils and they are able to understand thought processes, not just procedures.</p> <p>Students understand WAGOLL for all types of responses and scaffolding is gradually removed over time to help students build independence.</p> <p>Modelling is a regular and integrated part of learning that is highly valued by pupils.</p> <p>Models are successfully adjusted based on the identified needs of classes or individuals.</p> <p>At its best, pupils are able to compare their work to the model and adjust their responses to maximise progress.</p>	<p>Modelling is often used to provide students with structures that help them complete responses to a good level for that student.</p> <p>Models show thought processes not just procedures.</p> <p>Pupils often understand WAGOLL and use scaffolds to structure their responses.</p> <p>Modelling is often part of learning and is valued by pupils.</p> <p>It is adjusted when the needs of pupils or classes are identified.</p>	<p>Models are occasionally used but this is not integrated into learning. They have been taught but are not always successfully applied by pupils.</p> <p>Models are given out by teachers but thought processes are not explained or not explained in an accessible way to pupils.</p> <p>Models are not valued by pupils, their impact on pupils is not always assessed and so they are not adjusted to make a difference to specific classes or pupils.</p>	<p>Pupils do not have models.</p> <p>They do not understand how to write, read, talk or listen in a subject specific way.</p> <p>They do not know WAGOLL.</p> <p>They do not put models into practice.</p>

<b>Routines</b>	Routines are clear and consistent, in-line with wider school policies. Students are held to a high standard at all times. The class is calm and well ordered, only requiring minimal input to get them to remain focused or back on task.	Routines are used most of the time. Students are held to a high standard most of the time. The class is usually calm and well-ordered	Routines are not well established, there are inconsistencies in the way the SoPs are applied. This results in some off-task chatter and/or poor behaviour. Some lessons are calm and well ordered.	Routines are not consistently used or they are applied without any flexibility to account for personal need. Students frequently do not listen or talk over the teacher.
<b>Pace</b>	Pace and structure motivates and engages all pupils. Pace is well judged to maximise progress. All pupils are working at an appropriate level of challenge all of the time. No one is waiting for anyone else to catch up.	Pace and structure motivates pupils but individual pupils are disengaged. Pace is such that more could be done in the time to maximise progress.	Pace leads to groups of students becoming disengaged. The most able are not stretched enough in terms of pace or may be "coasting". Learning time is wasted through needless repetition or non-challenging activities.	Pace is poor leading to a large group of disengaged pupils or significant learning time being lost.
<b>Challenge</b>	Most able students are clearly identified by the teacher, lesson is planned to ensure the work is appropriately challenging. These students always have work to do, they are not waiting for others to 'catch-up'. Scaffolding is provided for others. Any TIF (stretch & challenge) work is not a 'bolt on' it is a different more challenging way to approach the learning. Students are able to have different starting points. All students are challenged and expectations are high for all students. The learning is not made too easy for students who are less able.	Lessons are planned for the most able and scaffolding provided for the rest. This results in most of the students working almost all of the time. Stretch and challenge work might either be additional work or integrated into the plan. Challenge and expectations are high almost all the time.	Lessons are often planned for the 'middle' or have not been adapted to challenge a range of abilities. Any TIF of S&C work is usually a bolt on. Most of the time students are working on the same task; there is not clear personalisation to enable further progress.	The work in books is very similar from student to student, indicating that there is too much copying from the board and/or students are not able to work at their own pace. Students often find the work too hard or too easy.
<b>Home Learning</b>	Effective Home Learning consolidates content / skills that will have the greatest impact on pupil progress or prepares pupils for the next step in their learning so lessons are always challenging and engaging. It is personalised based on the identified and specific needs of the class and whether reactive or part of the planned SoL it has an impact on pupil's knowledge / skill or engagement. Teachers make choices from	Home Learning is connected to the learning journey of the specific class or pupil. The range of tasks are based on the identified needs of cohorts, classes or individuals. There is a mix of consolidation, pre-learning and engaging tasks across time. Pupils know why the tasks are necessary and how they enable them to make progress.	Home Learning is linked to the Scheme of Learning. It is planned to meet the expected requirements of pupils - so it is set in a similar way each year. Pupils expect tasks to be set using Edulink and the completion of the work is acknowledged by the class teacher.	Home Learning does not make a difference to pupil progress. It is not consistently set according to homework timetable. Pupils do not understand how or why it is relevant to their learning.

	consolidation, pre-learning or engagement tasks in order to maximise pupil progress. Pupils understand how their home learning fits into lessons and, as a result, are highly engaged in it.			
<b>Questioning</b>	Questioning used astutely with differentiated questions targeted at specific groups of pupils. A range of question types and difficulties are used (including top end questioning) and result in progress being made. Wait time is well judged and matches the level of question and the pupil's ability. Answers are used to shape learning (either by deepening learning or addressing misconceptions). All groups of pupils are engaged by questioning.	Questioning builds in difficulty from closed to open according to the teacher's purpose and enables progress. Pupils are given sufficient time to think. Questioning identifies misconceptions which are then corrected. A wide variety of pupils are encouraged to take part (there is no gender gap).	A mix of open and closed questions used but without a clear purpose. Wait time is insufficient or the same pupils are consistently answering. There may be a gender imbalance in the questioning dynamics.	Mainly closed questioning is used, wait time inadequate, teacher answers own questions, reliance on one or two individuals answering. There is likely to be a gender imbalance in the questioning dynamics.
<b>Feedback and Student Response</b>	Feedback is frequent; simply and clearly identifies specific steps that each pupil needs to take to make progress. Pupils understand their feedback and are frequently able to put it into practice and make progress. Acting on feedback is not limited to DIRT tasks but integrated throughout subsequent tasks. Feedback drives reactive teaching; the plan-teach-assess model is successful in identifying gaps, resolving them and increasing pace & challenge of learning. Lessons are personalised through successful feedback - it helps each pupil, shapes the lesson and later learning. Whether written or verbal it always makes a difference to the pupil.	Feedback simply and clearly identifies the specific steps that most pupils need to take to make progress. Pupils mostly put that feedback into practice, not only in DIRT tasks but also in subsequent learning. Feedback is connected to reactive teaching - misconceptions or gaps are often identified, communicated and resolved both in lesson through questioning and over time through personalised planning. Whether written or verbal it usually makes a difference to the pupil.	Feedback is given to pupils according to departmental frameworks. Most pupils are able to identify the areas they need to improve but not any steps that have been, or are being, taken. Feedback identifies only what pupils have done rather than identifying how to overcome barriers or make the next step. Feedback does not connect to reactive teaching and misconceptions are identified but not resolved. Feedback is not yet personalised and is not yet making a difference to most pupils.	Feedback is generic. It does not connect to reactive teaching in lesson or the learning journey. It does not have an impact on pupil progress.
<b>Student Engagement</b>	All pupils are actively responding to the work set and are motivated, engaged, showing resilience, independence, and curiosity.	Almost all pupils are actively responding to the work set and are motivated, engaged, showing resilience, independence, and curiosity.	Some pupils are disengaged in learning, displaying a lack of energy, determination and independence towards their work	The majority of pupils are disengaged in learning, displaying a lack of energy, determination and independence towards their work.
<b>Behaviour</b>	Lesson is practically uninterrupted so that all	Disruptions to learning are rare so that almost all students	No major disruption but some low level disruption is evident	Persistent low level disruption. Behaviour stops

	pupils make progress. BfL is consistently applied and alongside this the school systems for behaviour sanctions. Lates and uniform standards are consistently applied. There is a culture of respect.	make progress. BfL is consistently applied. Almost all pupils respect the learning environment and actions are taken to address any who do not.	so not all pupils are able to make progress. BfL is in place but not consistently applied. A group of pupils do not respect the learning environment and little action is taken.	progress being made and learning taking place. No BfL evident when required. There is no respect for the learning environment.
<b>Outcomes across time (data)</b>	Teacher uses a markbook to record assessments and to monitor pupil progress over time. They use this data to continually personalise their teaching.  The progress the students make is at least good. This would be: significantly positive SPI or L3VA, more than one grade progress in an academic year.	Teacher uses a markbook to record assessments and to monitor pupil progress over time; they use significant data to inform their teaching. The progress the students make is at least good. This would be: positive SPI or L3VA, more than 2/3rd grade progress in an academic year.	Students' data is always recorded or used in a timely manner. The progress of students is not positive SPI or LV3A - it is less than 2/3rd of a grade in the academic year.	Data is either not recorded or not reliable. There is little or no evidence of progress.

**Teacher:**

**Date:**

**Duration of Observation:**

**Subject:**

**Class:**

**Mixed Ability/Set/Band/Other (Specify):**

**Lesson Focus:**

**Strengths**

**Areas for development:**

**Signed: Reviewer:**

**Reviewee:**

## APPENDIX 2 (Guidance Only)

### Key criteria re pupil learning:

- Pupils aware of objectives
- Pupils aware of personal targets
- Pupils act upon formative assessment
- Pupils meet objectives set
- Plenary or Assessment For Learning activities indicates pupil progress towards learning objectives

### Other criteria to consider:

**(N.B. The following list is not intended to be exhaustive or definitive)**

- The classroom is well organised with pupils seated according to plan;
  - Lesson planning demonstrates clear and appropriate objectives and these are reflected in the lesson;
  - Teacher subject knowledge is good or better;
  - Pupils are engaged in learning;
  - There is a variety of tasks covering a range of learning styles;
  - Appropriate and stimulating resources are utilized;
  - All pupils are able to learn effectively and teaching methods/work set recognises individual need;
  - The level of challenge is appropriate for the ability range within the group including those with IEP and G&T;
  - There is a high expectation in relation to behaviour and any challenging behaviour is managed effectively;
  - Pupils are encouraged to be independent learners;
  - Pupils enjoy their work and show a positive attitude;
  - There is evidence of pace;
  - Support Staff (if present) are well deployed and effective in supporting learning;
  - Focus as agreed by PM agreement if not identified above.
- Please state:

**APPENDIX 3**

Confidential – Planning Document

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Reviewee's name:

Reviewer's name:

Eligibility for pay progression: (Y/N)

Objective	Performance Criteria	Evidence	Key Actions & Dates	Support
I will contribute to the School Performance targets by TS2				
I will contribute to the achievement of the SDP by TS				
I will grow professionally and contribute to the school as a learning community by TS				
Classroom Observation Arrangements: autumn term Focus:				
Classroom Observation Arrangements: spring Term Focus:				
Reviewee comments (if any):				

Signed: (Reviewer)

Signed (Reviewee)

Date:

## APPENDIX 4

Interim Review – March 20\_\_

Reviewee's name:

Reviewer's name:

<u>RAG Key</u> R – Not started A – Underway G - Completed
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Objective	Assessment of Progress	Objective met: R/A/G
Contribution to school performance targets: meeting the grade profile for:		
Contribution to the achievement of the SDP:		
Professional growth and contribution to the school as a learning community:		
CPD commitments so far:		
Talking Teaching: Following whole school training have you completed any Talking Teaching as either observer or observee?		
Reviewee Comment (if any):		

Signed: (Reviewee) \_\_\_\_\_ (Reviewer) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 5

Final Review Statement (? Cycle)

Reviewee's name:

Reviewer's name:

Objective	Assessment of Progress	Objective Met
<b>Contribution to school performance objectives:</b>		
<b>Contribution to the achievement of the SDP:</b>		
<b>Professional growth and contribution to the school as a learning community:</b>		
<b>Personal Contribution to CPD</b>		

<b>Talking Teaching – where has Talking Teaching featured as part of your evidence and who were your Talking Teaching partners?</b>
<b>Areas of particular strength:</b>
<b>Areas for further development:</b>
<b>Recommendation in terms of relevant pay reviews based on the reviewee’s performance as assessed against the performance criteria (i.e. for UPR, UPR2, UPR3):</b>
<b>Reviewee Comment (if any):</b>

Signed: (Reviewee) \_\_\_\_\_ (Reviewer) \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX 6****TRAINING AND DEVELOPMENT PROFORMA Appraisal Cycle 20\_\_****To: CPD Coordinator****From:****Please outline your 3 main CPD priorities for the year 20\_\_**

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**Additional training and development needs related to the achievements of your objectives:**

Reviewee signature:

Reviewer signature:

Reviewee's comments (if any):

## APPENDIX 7

### TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012 INTRODUCTION, LEGAL STANDING AND INTERPRETATION (UPDATED JUNE 2013)

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.

2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the National College for Teaching and Leadership) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), as well as the General Teaching.

Council for England's *Code of Conduct and Practice for Registered Teachers*.

3. The standards apply to the vast majority of teachers regardless of their career stage. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part 2 of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

4. Since 1 April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.

5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 20032.

6. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher

prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Initial Teacher Training (ITT) Criteria*.

7. Similarly, headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

8. The standards replace the existing core professional standards, and are used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs beyond those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment therefore needs to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

### **Presentation of the Standards**

10. This document is presented in three parts, which together constitute the Teachers' Standards: the Preamble, Part 1 and Part 2.

11. The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers. Part 1 comprises the Standards for Teaching; Part 2 comprises the Standards for Professional and Personal Conduct.

12. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part 1 and Part 2 of this document.

13. The standards are presented as separate headings, numbered from 1 to 8 in Part 1, each of which is accompanied by a number of bulleted subheadings. The bullets which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

### **Progression and professional development**

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self- evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

### **Date of introduction of the standards**

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The regulations require that<sup>4</sup> in order to be recommended for the award of QTS, in most cases a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the regulations.

*(4 For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards.)*

16. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012, need to be assessed against the Teachers' Standards at the end of their induction.

17. Existing teachers who have already passed induction will be expected to use the teachers' standards instead of the previous core standards for appraisal, identifying professional development, and other related purposes.

18. When considering new cases of serious misconduct received from 1 April 2012, the National College for Teaching and Leadership (formerly the Teaching Agency), acting on behalf of the Secretary of State, must have regard to the personal and professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The National College for Teaching and Leadership is still able to refer to the GTCE's *Code of Conduct* for any partially completed cases it received from the GTCE at the point of its abolition.

### Note on terminology used/glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **‘Fundamental British values’** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes ‘democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’.
- **‘Parents’** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **‘Pupils’** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **‘School’** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **‘Special educational needs’**, as defined by the Department for Education’s *Special Educational Needs Code of Practice* (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

## Teachers' standards preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

#### A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils.**
  - Establish a safe and stimulating environment for pupils, rooted in mutual respect.
  - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2. Promote good progress and outcomes by pupils.**
  - Be accountable for pupils' attainment, progress and outcomes.
  - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
  - Guide pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
  - Encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3. Demonstrate good subject and curriculum knowledge.**
  - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
  - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
  - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
  - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
  - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
  
- 4. Plan and teach well-structured lessons.**
  - Impart knowledge and develop understanding through effective use of lesson time.
  - Promote a love of learning and children's intellectual curiosity.
  - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils.**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language and those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment.**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment.**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities.**

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## APPENDIX 8

### Classroom Observation protocol

The various purposes for which observations may be required should be complimentary, and supportive and developmental in normal circumstances. There will be occasions when they are judgmental when used for evaluating school progress or in circumstances where there are capability issues or **the school is causing concern**.

#### Introduction

1. The Trust Board is committed to ensuring that classroom observation is developmental and supportive in normal circumstances and that those involved in the process will:
  - Carry out the role with professionalism, integrity and courtesy;
  - Seek to reach agreement in advance on classroom observation to be carried out;
  - Evaluate objectively;
  - Report accurately and fairly;
  - Respect the confidentiality of the information gained.
  
2. In accordance with these principles, the Associate Headteacher/Heads of School will:
  - Consult staff on the pattern of classroom observation which teachers can expect;
  - Ensure that there will be a reasonable amount of time between classroom observations, irrespective of the purpose of these observations;
  - Ensure that classroom observation will be undertaken solely by persons with qualified teacher status with the appropriate training and professional skills. Governors/trustees may visit a lesson to familiarise themselves with their link area or their wider governor/trustee responsibilities in relation to getting to know the school;
  - Ensure that as far as possible, the results of observations are used for multiple purposes, in order to restrict the number of observations carried out.
  
3. The Trust Board recognises that visits (drop-ins, learning and behaviour walks) to classrooms by senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.
  
4. The purpose of visits by senior staff to classrooms will be made clear before they occur.

### Maximum periods and occasions of observation

5. The Trust Board agrees that classroom observation for the purposes of performance management/appraisal will normally be limited to no more than a total of 3 hours of observation per performance management cycle, except in exceptional circumstances. Those exceptional circumstances are where the reviewee chooses to request additional observations, voluntarily participate in peer observations, or where concerns have been raised about a teacher's performance which requires further observations to take place. This limit does not apply in circumstances beyond the performance management cycle e.g. for reviews linked to school improvement and school self-evaluation purposes or during OFSTED inspections.

### Preparations for observations

6. In keeping with the Trust's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management/appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed in advance with as much notice as is possible given. Every effort will be made for observation to be conducted at an agreed time.

7. Before any performance management/appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.

8. The arrangements for classroom observation for performance management will be included in the planning and review statement and will:

- Include the number of observations. **This may change subject to review.**
- Specify its purposes;
- Specify any particular aspects of the teacher's **overall** performance which will be assessed;
- Specify when the observations will take place;
- Specify who will conduct the observation **if not the reviewer.**

### Feedback and records

9. Oral feedback from classroom observation at a pre-arranged time for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. **This time should be counted within the overall directed time budget for the year.**

10. Written feedback will be provided within five working days of the observation taking place.