

APPRAISAL (PERFORMANCE MANAGEMENT) POLICY FOR TEACHING STAFF

Vision Statement

We, the staff and governors, aspire to ensure that all our students, irrespective of ability and regardless of anyone's doubts, achieve their potential in full; and we aspire in this way to make Thomas Mills High School the best in the country.

1. Introduction

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs in meeting the standards expected of teachers.
- 1.2 The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term and those undergoing induction (i.e. NQTs) or those staff who are subject to formal capability procedures.
- 1.3 Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.
- 1.4 The objectives agreed with each reviewee will contribute to the school's plans for school improvement (either through whole school development plans or the department's development plans) and improving pupil progress.
- 1.5 From September 2012, reviewers will assess qualified teachers (other than the Headteacher) against the Standards for Teachers (see Annex 7) 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. Reviewers will use their professional judgement in

applying these standards, subject (in the case of doubt or disagreement) to the decision of the Headteacher.

- 1.6 The headteacher and any Teachers will be assessed against their respective standards.
- 1.7 All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans and their fulfilment of the Standards for Teachers. The objectives should also reflect reviewees' professional aspirations.
- 1.8 If at any stage in the performance management cycle evidence were to emerge that gave rise to significant concern about aspects of a teacher's performance or conduct the relevant provisions in the Discipline, Capability and Grievance Policy would apply.
- 1.9 The headteacher will:
delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the head teacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:
 - are consistent between those who have similar experience and similar levels of responsibility
 - comply with the school's performance management policy, the regulations and the requirements of equality legislation
- 1.10 The Governing Body will:
ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

2. Objectives

- 2.1 The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.
- 2.2 The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

- 2.3 In this school all teachers, including the headteacher, will have no more than three objectives.
- 2.4 Though appraisal is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on some of the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations, have been carried out satisfactorily.
- 2.5 At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

3. Appeals

- 3.1 At specified points in the performance management process teachers and headteachers have a right of appeal against any of the entries in their planning and review statements (teachers to the headteacher and the headteacher and leadership team to a designated independent governor).

4. Confidentiality

- 4.1 The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times, in accordance with the principles and practice of the Data Protection Act 1998.

5. Continuing Professional Development (CPD)

- 5.1 The school's CPD programme will be informed by the training and development needs identified on the reviewees' planning statements. These needs will be communicated to the Staff Development Lead so that he/she may take them into account in designing his/her CPD programme (see Annex 5). The Staff Development Lead will specify the way in which these training needs will be met by the School after discussion with the reviewee.
- 5.2 Teachers should not be held accountable for failing to make good progress towards meeting relevant performance criteria where the support recorded in the planning statement has not been provided.

6 Appointment of Reviewers for the Headteacher

- 6.1 In this school the Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf will appoint two or three governors of the Personnel, Performance and Curriculum Review Committee.
- 6.2 Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.
- 6.3 The Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the headteacher.

7. Appointment of Reviewers for Teachers

- 7.1 The headteacher will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.
- 7.2 The maximum number of reviews that a reviewer other than members of the Senior Management Team will be expected to undertake per cycle is four.
- 7.3 Where a teacher has more than one line manager the headteacher will determine which line manager or appropriate member of staff will be best placed to manage and review the teacher's performance.
- 7.4 Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.
- 7.5 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.
- 7.6 An appraisal cycle will not begin again in the event of the reviewer being changed.

8. The Appraisal Cycle

- 8.1 At the end of each annual cycle each reviewee's performance will be assessed at a review meeting.
- 8.2 The appraisal cycle in this school will run on an annual basis – from October to October for teachers, and from December to December for the headteacher.
- 8.3 Where a teacher starts his/her employment at the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers at the school as soon as possible.
- 8.4 Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body, shall determine whether the cycle shall begin again and whether to change the reviewer.

9. Production and Retention of Summary Statements

- 9.1 The reviewee will receive – and have the opportunity to comment on – a written summary statement of the review meeting which will include:
 - 9.1.1 details of the reviewee's new objectives (see Section 2 and Annex 3);
 - 9.1.2 an assessment of the reviewee's performance against their objectives and the relevant standards expected of teachers, having regard to their job description and role (see Annex 4);
 - 9.1.3 a determination of the reviewee's training and development needs (see Section 5 and Annexes 3 and 5);
 - 9.1.4 a recommendation on pay progression, where relevant (see Annex 4).
- 9.2 The pay recommendation will be made by:
 - (i) The appraisal reviewer and approved by the Headteacher in line with the Pay Policy for Mainscale Pay Range teachers;
 - (ii) The Headteacher for Upper Pay Range, Leading Practitioners and Leadership Range;
 - (iii) The governors from the Personnel, Performance and Curriculum Review Committee for the Headteacher.
- 9.3 Appraisal planning and review statements will be retained for a minimum period of 6 years.

10. Decisions on Performance Pay Progression

10.1 Decisions on performance pay progression will be based on assessment of the overall performance of the teacher.

10.2 Teachers will be eligible for annual performance pay progression where they:

- (i) have been assessed as meeting the teaching standards throughout the assessment period.
- (ii) in the case of Mainscale teachers, have had their teaching assessed as at least good overall during the assessment period; in the case of Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall; and in the case of Lead Practitioners will be expected to demonstrate outstanding teaching overall.
- (iii) have been assessed as meeting the requirements of their job description/ job role.
- (iv) meet their individual appraisal objectives.
- (v) have demonstrated a personal responsibility for identifying and meeting their CPD needs.

10.3 The evidence considered in assessing performance could include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- reviews of children's work;
- school reviews and departmental reviews;
- pupil voice;
- self-assessment;
- professional dialogue;
- received feedback;
- appraisal statements;

Teachers may find it helpful to complete a self-evaluation against the Teachers' Standards (Annex 9). In the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

10.4 Decision to progress

Where all the performance pay progression criteria set out in 10.2 above are met, the teacher will move up to the next Performance Pay Progression Stage. Discretion will be applied where all performance management objectives have not been fully met, but significant progress has been made.

10.5 Decision not to progress

Where the performance pay progression criteria in 10.2 are not met, the teacher will not receive any performance pay progression. A decision not to award pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their

practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported to improve through the appraisal process.

11. Movement to the Upper Pay Range

11.1 Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once a year between 1st September and 1st October. It is the responsibility of teachers to decide whether or not they wish to submit an application.

11.2 The Criteria

An application from a qualified teacher will be successful where the governors are satisfied that:

- the teacher is highly competent in all elements of the Teacher Standards; and
- the teacher's achievements and contribution to the school are substantial and sustained; and
- the teacher has a successful record of appraisal at Thomas Mills High School.

In this school, this means that the teacher has consistently:

- demonstrated that all teaching standards have been met both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting his/her performance management objectives over a sustained period;

and in addition that;

- teaching has been rated as at least good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/ achievement;
- the teacher has consistently taken responsibility for identifying and meeting his/her own professional development needs and used his/her learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that he/she has made an impact on the school beyond his/her own class/group(s) over a sustained period. This may include demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice. In addition, he/she may have contributed to policy and practice which has improved teaching and learning across the school.
- the teacher has contributed to the extra-curricular life of the school.

Sustained means maintained continuously over a period of at least three school years. It is normally expected that this will include at least two years at this school although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school.

11.3 **The Assessment**

The headteacher will assess all applications from teachers to be paid on the Upper Pay Range and the headteacher's recommendation will be considered by the governors' Personnel, Performance and Curriculum Committee.

The headteacher will use the evidence contained in the teachers' performance management review paperwork to inform the assessment.

A teacher who has not been at the school for the whole of the three year assessment period, should provide performance management/appraisal review statement(s) from previous employment with the application.

A teacher may provide additional evidence to support his/her application, but is not obliged to do so.

11.4 The headteacher will discuss his/her recommendation with the Personnel, Performance and Curriculum Committee and will confirm the decision. Where an application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1st September.

Where the application is not successful, the headteacher will provide feedback and the teacher will be provided with advice and support through the performance management process to develop the necessary skills with a view to them making a successful application in future.

Any appeal concerning decisions about an application should in the first instance be discussed with the headteacher. If the concern is not resolved staff may appeal, in writing, to the Staff Determinations Committee.

11.5 As teacher's progress through the Upper Pay Range it is expected that they will demonstrate an increasing impact across the school. A suggested guide for progression is included in Annex 8.

In summary it could be suggested that there will be

- UP1 – impact across the team;
- UP2 – impact beyond the team;
- UP3 – and, impact across or beyond the school.

12. Monitoring and Evaluation

12.1 The headteacher will provide the governing body with a report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

13. Review of the Policy

13.1 The Governing Body will review the performance management policy every year in accordance with the *Handbook of Governance*.

13.2 The Governing Body will agree any revisions to the policy having regard to the results of a consultation with all teachers.

14 Classroom Observation Protocol

14.1 All classroom observation will be undertaken in accordance with the classroom observation protocol that is appended to this policy in Annex 1.

15 Feedback and dealing with concerns

15.1 All staff will receive feedback on their performance throughout the year and this would highlight areas of strength as well as next steps.

15.2 Where there are concerns about aspects of a teacher's work performance the appraiser or Headteacher will meet with the individual. This would include feedback about the nature and seriousness of the concerns as well as an opportunity for the individual to comment on and discuss the concerns. This meeting should also include the support that will be provided to address the concerns.

15.3 The school will expect significant improvement at the end of the review period.

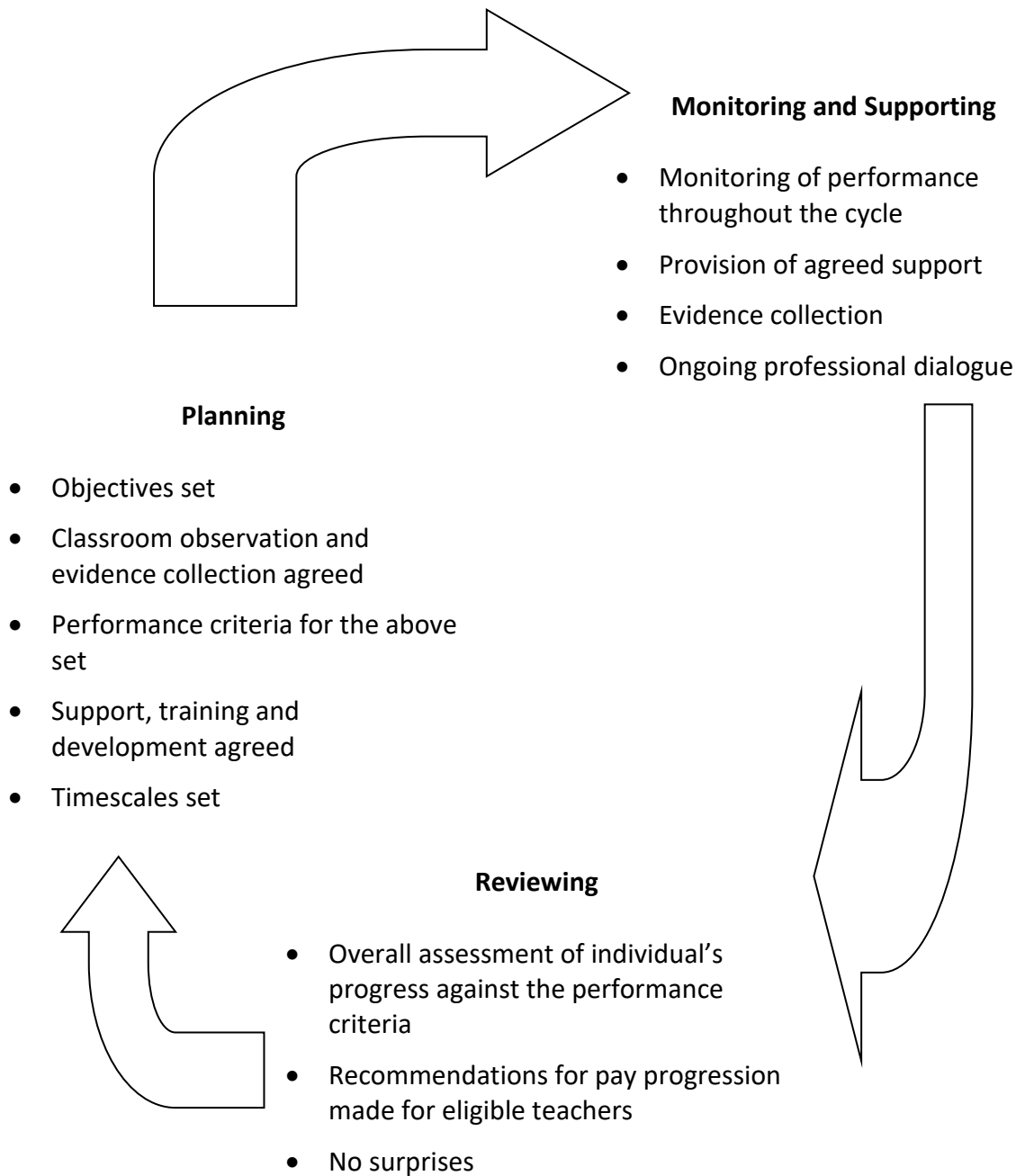
15.4 If the Headteacher is not satisfied with progress within the time specified, the individual will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the School's Capability Procedure. They will be invited to a formal capability meeting.

ANNEX 1 – Classroom Observation Protocol

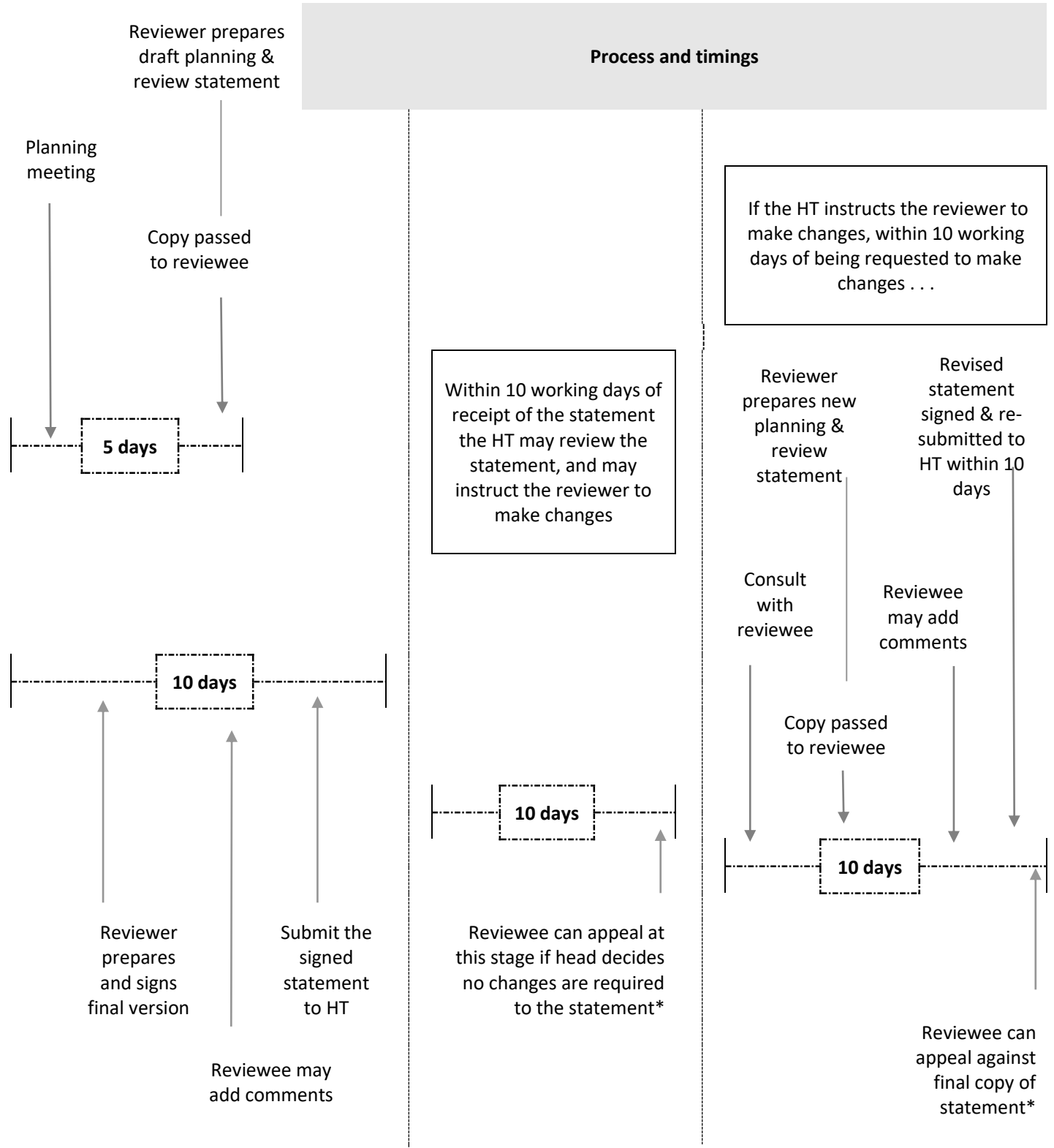
1. The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
2. The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.
3. The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed.
4. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.
5. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies.
6. Those being observed will be notified in advance.
7. Classroom observations will only be undertaken by persons with QTS.
8. Written feedback will be provided within five working days of the observation taking place using the pro forma shown in Annex 6(a). Annex 6 (b) indicates the questions the reviewer might consider in making the judgement.
9. The teacher has the right to append written comments on the feedback document.

ANNEX 2 – The Appraisal Cycle, Process and Timings

1. The Appraisal Cycle



2. Process and Timings – timeline for agreeing the planning meeting statement



* No appeal should be made until after any moderation process is complete

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A N N E X 3

THOMAS MILLS HIGH SCHOOL

APPRAISAL REVIEW PLANNING RECORD

Teacher _____ Reviewer _____

Date of Meeting _____

After discussion, which included consideration of the teacher's job description and rôle in the school as well as his/her self-review, the following objectives and timescales were agreed :

<u>Objectives and Performance Criteria</u>	<u>Strategies</u>
1.	
2.	
3.	

Focus of Classroom Observation (to take place in the Summer Term) :

Training Development Needs :
(This information also to be passed to the Staff Development Officer)

Evidence to be considered in addition:

Teacher's comments :

Teacher _____
(Signed)

Reviewer _____
(Signed)

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A N N E X 4
THOMAS MILLS HIGH SCHOOL
APPRAISAL REVIEW STATEMENT

Date of Review Meeting : _____

Teacher _____ **Reviewer** _____

Objectives and comment on progress towards achieving them :

1.

2.

3.

Comments by Reviewer including an assessment in relation to the Standards and any recommendation for pay progression (where reviewee is eligible) :

Teacher's Comments :

Teacher _____
(Signed)

Reviewer _____
(Signed)

Date _____

Headteacher _____

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ANNEX 5

THOMAS MILLS HIGH SCHOOL

APPRAISAL MANAGEMENT REVIEW

RECORD OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) NEED

Please use this form to provide details of any specific CPD need which is identified within the Performance Review process. Completed forms should be handed to the Staff Development Lead who will then discuss the training need with the member of staff concerned in order to determine how it can best be met.

NAME	REVIEWER	CPD NEED IDENTIFIED

Signed _____ **(Reviewer)**

Date _____

Lesson Observation Thomas Mills High School



Teacher:		Observer(s):
Subject:		Date/Period/Duration:
Class/Year:		Focus:
Lesson Context:		
1	<p><i>Set high expectations which inspire, motivate and challenge pupils</i></p> <ul style="list-style-type: none"> • Safe and stimulating learning environment • Seek to stretch and challenge all pupils • Demonstrate the positive values, attitudes and behaviours that are expected of pupils 	
2	<p><i>Promote good progress and outcomes by pupils</i></p> <ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Guide pupils to reflect on the progress they have made • Demonstrate knowledge and understanding of how pupils learn • Encourage pupils to take responsibility for their own learning 	
3	<p><i>Demonstrate good subject and curriculum knowledge</i></p> <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas • Demonstrate an understanding of and take responsibility for promoting high standards of literacy (whatever the subject) 	
4	<p><i>Plan and teach well-structured lessons</i></p> <ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning • Set homework and/or plan other out-of-class activities to consolidate learning 	

5	<p><i>Adapt teaching to respond to the strengths and needs of all pupils</i></p> <ul style="list-style-type: none"> • Use appropriate <u>differentiation</u> • Have a clear understanding of the needs of all pupils, including those with SEND, disadvantaged pupils, more able pupils etc. 	
6	<p><i>Make accurate and productive use of assessment</i></p> <ul style="list-style-type: none"> • Make use of formative and summative assessment to secure pupils' progress • Give pupils regular feedback, both orally and through accurate marking 	
7	<p><i>Manage behaviour effectively to ensure a good and safe learning environment</i></p> <ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	

Feedback

Strengths:

Areas for development:

Signed Observer

Date

Signed Teacher

Date

ANNEX 7

NATIONAL STANDARDS FOR TEACHERS

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
- plan teaching to build on pupils' capabilities and prior knowledge
- 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 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; 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 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 to 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 attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ANNEX 8

EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on the Upper Pay Range will be:

- Highly competent in all elements of the Teachers’ Standards and
- Their achievements and contribution to the school will be substantial and sustained.

This following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR1 Impact across the team	UPR2 Impact beyond the team	UPR3 Impact across or beyond the school
Accepted professional	Established professional	Senior and leading professional
<ul style="list-style-type: none"> • Consistently good teaching and developing outstanding practice • Will regularly support activities • Most pupils will make good progress • Will take an enthusiastic and proactive role in the school • Good progress towards appraisal objectives being met each year • Demonstrate and model good practice within own classes for other members of staff • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession • Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources 	<p>Over a sustained period:</p> <ul style="list-style-type: none"> • Consistently good teaching and increasingly outstanding professional practice • Will lead activities • Some pupils will exceed good progress • Will take an enthusiastic and proactive role in school • Good progress towards appraisal objectives being met each year • Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice • Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources 	<ul style="list-style-type: none"> • Consistently good teaching and regularly outstanding teaching and professional practice • Will create, develop and lead activities • Over a sustained period, many pupils will exceed good progress • Will take an enthusiastic and proactive role within the school and with wider stakeholders • Good progress towards challenging Appraisal objectives being met each year • Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching • Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes

ANNEX 9

TEACHERS' STANDARDS SELF-EVALUATION

Please review these standards before your target setting meeting. They should inform both the targets that are and any professional development that you may need and which should be discussed at the meeting. The document could be used to record evidence.

PART 1 – TEACHING	Self-evaluation
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE STUDENTS	
1(a) establish a safe and stimulating environment for students, rooted in mutual respect	
1(b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions	
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of students	
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS	
2(a) be accountable for students' attainment, progress and outcomes	
2(b) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these	
2(c) guide students to reflect on the progress they have made and their emerging needs	
2(d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching	
2(e) encourage students to take a responsible and conscientious attitude to their own work and study	

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE	
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3(c) 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	
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
4. PLAN AND TEACH WELL STRUCTURED LESSONS	
4(a) impart knowledge and develop understanding through effective use of lesson time	
4(b) promote a love of learning and children's intellectual curiosity	
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding students have acquired	
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching	
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	

<p>5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL STUDENTS</p>	
<p>5(a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</p>	
<p>5(b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</p>	
<p>5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development</p>	
<p>5(d) have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p>6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT</p>	
<p>6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>	
<p>6(b) make use of formative and summative assessment to secure students' progress</p>	
<p>6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	
<p>6(d) give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback</p>	

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD SAFE LEARNING ENVIRONMENT	
<p>7(a) 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</p>	
<p>7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	
<p>7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	
<p>7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES	
<p>8(a) make a positive contribution to the wider life and ethos of the school</p>	
<p>8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p>	
<p>8(c) deploy support staff effectively</p>	
<p>8(d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p>	
<p>8(e) communicate effectively with parents with regard to pupils' achievements and well-being.</p>	