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St John's Church of England Primary School

Teacher Appraisal Policy

Policy Level:	2	ODBST Statutory and Mandatory Policy All schools must adopt these policies with local amendment strongly discouraged. These policies are centrally amended and binding on LGBs from the date of Board approval. They must be displayed on the School's website. Approval for all proposed local amendments must be sought from the ODBST Governance Lead prior to Local Governing Body resolution.
Other related ODBST policies and procedures:	Capability policy for Teachers	
Committee responsible:	FRAPP	
Approved by:	FRAPP	
Date Approved:	7 th July 2021	
Date for Next Review:	July 2024	

In reviewing this policy the Trust Board has had regards to the Equality act 2010 and carried out an equality impact assement. It is satisfied that no group with a protected charecteristic will be unfairly disadvantaged

Approved July 2021

1. INTRODUCTION

Legislation

This policy is written in line with Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

Aims

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

This policy applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term and those undergoing induction (i.e. ECTs or NQTs).

Consistency of Treatment and Fairness

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

Definitions

Unless indicated otherwise, all references to "teacher" include the Headteacher.

2. GENERAL PRINCIPLES

Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal period

The appraisal period will run for twelve months from 31st October to 30th October each year.

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

Teachers who are employed by the school after 31st October will have their performance managed in accordance with the principles underpinning this policy with objectives being appropriate for the time left in the appraisal period.

Teachers on a contract of less than one term will not be required to have an appraisal.

3. APPOINTING APPRAISERS

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

The Headteacher will decide who will appraise other teachers.

4. SETTING OBJECTIVES

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before 31st October each year. The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change, for example long term absence. The appraiser or teacher may ask the other to revise objectives at any point if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by the Headteacher moderating all objectives to ensure that there is consistency across the school.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. In this school, each teacher's performance will be assessed against "Teachers' Standards" (July 2012) or in the case of the Headteacher, the "Headteachers' Standards 2020" or any other standards published by the Secretary of State that the Headteacher (or Governing Body in the case of the Headteacher) deem relevant through an audit in the summer half-term preceding the start of the appraisal period. Where there is disagreement between the appraiser and teacher as to whether a standard has been met, it is the teacher's responsibility to provide sufficient evidence. If there is still disagreement, then the Senior Leadership Team, or in the case of the Headteacher the Governing Body, will be the final arbiters.

The number of objectives may vary according to individual circumstances but must include a

- Pupil progress objective for class taught linked to priorities from School Development Plan
- Whole school objective as set by the Headteacher
- Leadership and management objective based on pupil progress/the School Development Plan for any teacher on the leadership scale or with a TLR. For teachers not on leadership scales this objective will be linked to their Learning Team role.
- Any Professional objectives will also be set in light of the Teachers' Standards/Headteachers' Standards audit. In the event that the audit does not highlight any professional objectives, the teacher can opt to identify a personal objective should they wish to.

5. REVIEWING PERFORMANCE

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Observations will be planned, will follow the school's lesson observation protocol and involve the use of the school's lesson observation form.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher, other ODBST senior/middle leaders or officers with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" educational visits will vary depending on what is being looked at. Members of the Governing Body may visit lessons as part of their monitoring role but this will not be a formal lesson observation and notice will be given to the teachers concerned.

Teachers (including the Headteacher) who have responsibilities outside the classroom should expect their performance of those responsibilities to be observed and assessed. This may be by the Headteacher, Senior/Middle Leaders or members of the Governing Body.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

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

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

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

A written summary of the above must be provided within five days of the meeting with a copy to the Headteacher.

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

6. ANNUAL ASSESSMENT

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

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed at least once in an interim mid-year meeting.

The teacher will receive as soon as practical, and have the opportunity to comment in writing on, a written appraisal report for the appraisal period. The appraiser will use the agreed Teacher Appraisal template for their report. In this school, teachers will receive their written appraisal reports by 31st October (31st December for the Headteacher).

The appraisal report will include:

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

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

7. PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision of the Governing Body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant teacher standards or headteacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

8. RETENTION

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

9. APPEALS

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. If the teacher wishes to appeal against an objective set, then the Grievance Policy should be used. Progress against all objectives will be monitored throughout the year and teachers informed if they are not on track to meet their targets.

10. CONFIDENTIALITY

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the teacher's appraiser, will have access to the teacher's written appraisal report.

However, the desire for confidentiality does not override the need for the Headteacher, Governing Body and ODBST Officers to quality-assure the operation and effectiveness of the appraisal system. The head teacher 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 Headteacher, Governing and ODBST Officers may also require oversight of any pay recommendations that have been made.

11. MONITORING AND REVIEWING

This policy will be formally reviewed every 3 years. The Governing Body and Headteacher will monitor the operation and effectiveness of the school's Appraisal arrangements. This will be through an annual anonymised report to Governors regarding success against objectives set and the focus for the current year's objectives for pupil progress and whole school development.

12. CAPABILITY

Where a member of staff falls beneath the standards expected of teachers and the appraisal process has failed to bring about adequate improvements the capability policy should be invoked.

Appendix 1

Career Stage Profile – All Bands

As a staff member moves through the bands, it is expected that the criteria in the earlier band(s) are consistently met as the individual role allows.

ECTs should follow the standards set out in their induction period but may refer to this guide alongside.

	M1 to M3	M4 to M6	UP1 to UP3
	Follow guidance/policy Knowledge and Understanding Apply	Actively... Exemplify Apply and evaluate understanding	Pro actively... Support colleagues Highly competent Whole school contribution is substantial and sustained
Teacher Standards	M1 to M3	M4 to M6	UP1 to UP3
1 Set high expectations which inspire, motivate and challenge pupils			
<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect 	Classroom is set up to promote learning, is safe and stimulating Responds to support Contributes to making the whole school environment safe and stimulating – evidence.	Supporting colleagues in developing stimulating environment Models positive aspects of school life	Support colleagues in developing safe and stimulating environments across the whole school. Model and manage positive aspects of school life. Actively involves all stakeholders in positive aspects of school life.
<ul style="list-style-type: none"> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 	Set goals, initially with guidance, that stretch and challenge pupils of all backgrounds and dispositions Lessons are planned to stimulate and excite children of all backgrounds and abilities and disposition, with support if necessary	Setting goals across year group/phase/KS that stretch and challenge pupils of all backgrounds and dispositions. Monitors and evaluates effectiveness of cycle of goal setting.	Stretch and challenge all pupils across the whole school, year group or key stage Support colleagues in setting goals Monitor and evaluate effectiveness of cycle of goal setting
<ul style="list-style-type: none"> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	Upholds the ethos of the school and trust. Behaviour of pupils in class at least good Classroom has a positive atmosphere where everyone is valued	Models positive attitudes, values and behaviours across the whole school. Demonstrates beyond the classroom Supports colleagues Taking responsibility for behaviour across the whole school	Initiate strategies to enhance the attitudes and values and actively involves all stakeholders. Measure the effectiveness of these actions. Report to governors and other local stakeholders. Facilitate pupils setting own behaviour expectations
	M1 to M3	M4 to M6	UP1 to UP3
2 Promote good progress and outcomes by pupils	Ofsted numerical data		
<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes 	All pupils make at least expected good in line with school expectations Respond to support Support colleagues when requested	All pupils make outstanding progress/good progress – with some outstanding in line with school expectations Support colleagues within year group Models best practice within the school.	Accountable for the progress across the whole school/Key Stage in their subject/area of responsibility Lead aspects of assessment Monitor/track progress and attainment across key stage/school Support colleagues and lead professional development Create reports and present outcomes to staff Model best practice within and beyond school.
<ul style="list-style-type: none"> plan teaching to build on pupils' capabilities and prior knowledge 	Planning demonstrates LO, differentiated tasks, 3 part lesson Planning demonstrates that children are being challenged to ensure good progress (consistently)	Lead long term planning across Key Stage/whole school/phase in specific subject Independently and proactively produces weekly medium term planning for class/year group. Coordinates long term planning across school in specific subject area.	Lead whole school planning Support colleagues through CPD/mentoring/coaching

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	Proactively produce weekly medium term planning for class/year group Use assessment information to plan		
<ul style="list-style-type: none"> guide pupils to reflect on the progress they have made and their emerging needs 	Includes reflection in planning Include 'next steps' marking Begin to identify pupil strengths and areas for development in short term planning	Clearly identify pupils' strengths and areas for development in planning Incorporate strategies Pupils involved in setting own targets Pupils fully involved in supporting peers' target setting	Leading/supporting staff Develop advice and research to support colleagues within and beyond school Supports colleagues to guide pupils to reflect on the progress they have made and their emerging needs
<ul style="list-style-type: none"> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 	Incorporate activities appropriate to a range of different learning styles Planning demonstrates that assessment and other available information are used to ensure activities are appropriate to individual learning styles as applicable to a particular group Pace and style of lessons suits needs of children	All planning demonstrates that pupils' individual learning styles and strategies to meet these are incorporated with impact of these measured by consistent pupil progress Share good practice in teaching and learning with colleagues	Conduct independent action research on how pupils learn and implement new initiative across the school accordingly Be proactive in enhancing knowledge and understanding of how pupils learn
<ul style="list-style-type: none"> encourage pupils to take a responsible and conscientious attitude to their own work and study. 	Sets meaningful homework to consolidate in class learning, in line with school's policy. Homework is set, marked and returned on a regular agreed basis in line with school policy. Developing quality home learning opportunities to add value and extend experiences. Evaluate effectiveness of home learning within class/set. Encourages pupils to take a responsible and conscientious attitude to their own work and study.	Evaluating effectiveness of home learning across curriculum/year group. Seek opportunities to develop school policy and practice on home learning. Supporting colleagues to plan and evaluate effective homework and out of class activities. Actively encourages pupils to take a responsible and conscientious attitude to their own work and study.	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils Motivate and inspire staff and pupils Review effective strategies and share with colleagues Research new initiative and techniques which develop pupil aspiration and independence in learning, where appropriate share across the school
	M1 to M3	M4 to M6	UP1 to UP3
3 Demonstrate good subject and curriculum knowledge			
<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 	Good subject knowledge Growing community links Good use of resources and assessment tools Working in partnership with colleagues Sharing subject knowledge and keeping up to date with latest thinking and developments Developing good questioning skills Ability to demonstrate skills in efficient subject co-ordination moderating consistency in subject (planning, delivery and outcomes) Leads by example Subject leader role to have overview of assessment and sharing of relevant assessment tools	Has an outstanding understanding of the subjects relevant to the year group Seeks opportunities to identify community links Demonstrates good questioning skills Ability to present coherently to wider community such as parents/governors Delivering CPD to staff in subject leadership area Hold workshops Contribute to School Improvement Plan Support HT in fostering and maintaining pupil interest in learning	Lead staff development Have a Key Stage Curriculum overview Provide master-classes and support for A,G&T Working beyond the classroom Provide substantial contributions to whole school SEF Provide substantial contributions to School Improvement Plan Promote own subject and learning to parents and the wider community Review and evaluate curriculum across phase Actively engage in transition work Support HT in fostering and maintaining pupil interest in learning Research new curriculum wide initiatives and action research to ensure the school is at the

			forefront of innovative and engaging curriculum developments Monitor impact of new developments and initiatives
<ul style="list-style-type: none"> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 	<p>Reflection on own practice with desire to maintain and improve</p> <p>Proven ability to keep up to date in subject area</p>	<p>Support colleagues to reflect on practice and develop/improve</p> <p>Shares subject knowledge and keeps up to date with latest thinking and development</p>	<p>Active research in improving learning opportunities in subject.</p> <p>Audit, evaluate and review developments in subject/curriculum</p> <p>Maintain current knowledge of changes and developments in own field.</p>
<ul style="list-style-type: none"> 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 	<p>Models good standards of literacy, articulacy and correct use of standard English at all times.</p> <p>Reflect on practice and develop/improve</p>	<p>Support colleagues to reflect on practice and develop/improve.</p> <p>Independently research and stay abreast of new developments in own subject area</p>	<p>Model impeccable standards of literacy, articulacy and correct use of standard English at all times.</p> <p>Identifies where colleagues may need support and is pro-active in supporting them.</p>
<ul style="list-style-type: none"> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 	<p>Understand how to deliver systematic phonics using the school's programme of study in class setting.</p> <p>Learning environment reflects phonics.</p> <p>Phonics skills are deployed across the curriculum.</p> <p>Administer and support the Year 1 phonics assessment.</p> <p>Track data to identify children/groups of children who are causing concern and provide additional interventions.</p>	<p>Understand how to deliver systematic phonics using the school's programme of study.</p> <p>Support others in the development and teaching of synthetic phonics</p>	<p>Monitor, evaluate and review delivery of phonics programmes</p> <p>Track data</p> <p>Seek to identify best practice</p> <p>Adjust approaches and support CPD as necessary</p>
<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<p>Understand how to deliver early maths using the school's programme of study.</p> <p>Learning environment reflects maths.</p> <p>Maths skills are deployed across the curriculum.</p> <p>Administer and support maths assessment.</p> <p>Track data to identify children/groups of children who are causing concern and provide additional interventions.</p>	<p>Share own good practice with colleagues</p>	<p>Model outstanding teaching of mathematics</p> <p>Monitor, evaluate and review delivery of maths programmes</p> <p>Track data</p> <p>Seek to identify best practice</p>
	M1 to M3	M4 to M6	UP1 to UP3
4 Plan and teach well-structured lessons			
<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 	<p>Teaching mainly good</p> <p>Effectively communicates and teaches lessons that meet planned objectives</p>	<p>Consistently good to outstanding teaching</p> <p>Consistently good progress made by pupils</p> <p>Support others through coaching to develop stronger teaching skills and develop whole school practice</p>	<p>Many aspects of teaching outstanding over time.</p> <p>Consistently outstanding progress made by pupils</p> <p>Consistently model and share excellent practice in teaching to support colleagues within and beyond school</p> <p>Significant number of pupils exceed school expectations</p>

			Lead initiatives in the effective development of teaching and learning across the school
<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 	<p>Demonstrates a passion for learning and encourages all pupils. Developing greater independence in pupil's attitude to learning.</p>	Supporting colleagues in developing best practice.	<p>Teachers effectively lead pupils to identify and respond to their own learning challenges Teachers share passion and engage all in learning journey Shares best practice within the school and beyond</p>
<ul style="list-style-type: none"> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 	<p>Sets meaningful homework to consolidate in class learning, in line with school's policy. Homework is set, marked and returned on a regular agreed basis in line with school policy. Involvement in taking children out on school trips. Delivering meaningful out of class activities. Plans and organises school trips to enhance learning experience. Developing home learning opportunities to add value and extend experiences. Evaluate effectiveness of home learning with in class/set.</p>	<p>Recognising and leading learning opportunities outside of the school to enhance learning – trips, visitors, activities. Liaison with colleagues from other schools for extended learning opportunities. (Clubs, sports tournaments, trips, language ops etc) Supporting colleagues and sharing subject specific knowledge and out of class opportunities. Supporting colleagues to plan and evaluate effective homework and out of class activities. Run a range of clubs; meeting the needs/interests of pupils</p>	<p>Evaluating effectiveness of home learning across curriculum/year group. Seek opportunities to develop school policy and practice on home learning. Initiate new developments and opportunities to extend and enhance learning opportunities. Coaching and supporting less experienced colleagues in the planning and implementation of home learning, trips and other external opportunities. EVC Co-ordinator role – planning, risk assessing and evaluating educational visits. Seeks opportunities to enrich extra-curricular provision</p>
<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 	<p>Evaluating short sequences of lessons Develop lesson evaluations across units of study Reflect, adapt and fine tune lessons to improve their effectiveness</p>	<p>As subject leader review and evaluate the effectiveness of schemes of work and amend accordingly Seek the views of colleagues and pupils in improving lessons and teaching approaches</p>	<p>Review and evaluate the effectiveness of schemes of work across phase/key stage and amend accordingly</p>
<ul style="list-style-type: none"> contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>Adapts existing planning to meet the needs of current class Further adapt lessons to excite and motivate pupils</p>	<p>Lead planning with colleague (year group, phase or subject) Supporting colleagues in effective planning (subject, event or theme based)</p>	<p>Leading planning across whole school and beyond Actively lead colleagues in effective planning (subject, event or theme based) through coaching, mentoring and ongoing professional dialogues. Lead colleagues in development of innovative curriculum design</p>
	M1 to M3	M4 to M6	UP1 to UP3
5 Adapt teaching to respond to the strengths and needs of all pupils	With class	With and beyond class	Across year group/phase/KS
<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 	<p>Demonstrate the ability to differentiate to meet the needs of children including SEN, A,G&T with support of the inclusion co-ordinator Proactive in independently using approaches to enable all pupils to be taught effectively Differentiate consistently and effectively</p>	<p>Always differentiates effectively Shares knowledge of strategies and approaches which enable pupils to be taught/learn effectively, with other staff In all subjects demonstrates the ability to differentiate to meet the needs of pupils including SEN, A,G&T and EAL.</p>	<p>Lead staff in developing their knowledge of approaches which enable pupils to be taught/learn effectively Monitor and track the progress of key groups across the school Model differentiation and effective personalised strategies Works beyond the school to share good practice</p>
<ul style="list-style-type: none"> have a secure understanding of how a range of factors can inhibit pupils' ability to 	<p>Know and understand how a range of factors can inhibit pupils' ability to learn and</p>	<p>Secure understanding of factors which can inhibit pupils' ability to learn and advise others on how to overcome them</p>	<p>Lead staff to develop their understanding of how a range of factors can inhibit pupils' ability to</p>

learn, and how best to overcome these	initially seek advice on how to overcome them Develop strategies to overcome barriers to learning	Proactive in finding strategies to overcome these factors and share these with colleagues Reflects on outcomes	learn, and how best to overcome these Works beyond the school to share good practice
<ul style="list-style-type: none"> demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 	Has a clear understanding of physical, social and intellectual development Independently adapt teaching to support learning at different stages	Ensure that teaching is adapted to support learning at different stages of development in own class/year group/curriculum area and raises concerns with SLT if necessary	Lead staff to develop their awareness of physical, social and intellectual development of children and how to adapt teaching to support pupils' education at different stages of development. Works beyond the school to share good practice
<ul style="list-style-type: none"> 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. 	Supported by SENCO to meet inclusion needs Plan and implement and increasing range of interventions to support those with SEN/EAL Plan and deliver engaging lessons to inspire all pupils at their appropriate level	Supporting colleagues to deliver personalised learning Plan and implement interventions to support those with SEN and advise colleagues Model, plan and deliver engaging lessons to inspire all pupils at their appropriate level Adapts practice and plans during lessons to respond to pupils' needs, with immediate effect Shares good practice with colleagues	Actively lead colleagues to deliver personalised learning enhancing the school's range of interventions Analyse the effectiveness/rates of improvement achieved through interventions Monitor, evaluate and report to external and local stakeholders on the effectiveness of interventions Works beyond the school to share good practice
	M1 to M3	M4 to M6	UP1 to UP3
6 Make accurate and productive use of assessment	With class and subject responsibility		In class, across year group, Key Stage or Phase:
<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 	Make evidence based assessments against relevant criteria ie APP, EY Profile Involve pupils in assessing both their learning strategies and performance	Support others to use a range of assessment strategies to evaluate pupils' learning	Act as role model/mentor, coaching and supporting colleagues Contribute to external moderation procedures Report to staff/governors and other stakeholders on progress/attainment and the impact of interventions and strategies implemented.
<ul style="list-style-type: none"> make use of formative and summative assessment to secure pupils' progress 	Use information from assessments in their lessons, (planning, grouping of pupils etc) Involve pupils in lesson planning and reflecting on their own progress Collaborate with others to use assessment information in their planning to make teaching more effective at classroom level	Use information from assessments in their Collaborate with others to use assessment information in their planning to make teaching more effective at classroom and whole school level	Evaluate local and external data (Raise Online, FFT etc) and report findings and recommendations to school stakeholders, LA and external agencies. Use and Interpret data to hold self and others to account Contribute to the evaluation of the school's assessment methods
<ul style="list-style-type: none"> use relevant data to monitor progress, set targets, and plan subsequent lessons 	With guidance initially, engage in target setting to promote pupils learning in a classroom context Effectively use assessment information and target setting to influence medium term planning	Across year group and subject responsibility: Engage in target setting to promote pupils learning in a classroom context Collaborate with others to 'close the gap' for any identified groups of pupils	Across year group, subject responsibility within Key Stage Analyse assessment information, report findings and make strategic recommendations to staff, governors and other relevant bodies
<ul style="list-style-type: none"> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to 	Offer immediate feedback to reinforce learning, challenge pupils understanding and promote progression	Support others to give constructive feedback which promotes effective teaching and learning at year group/phase/subject level	Actively support colleagues by providing constructive feedback through moderation of books/marking to promote

respond to the feedback.	Mark against the planned learning objective and note strengths as well as areas for development Use effective questioning and self assessment tasks for pupils to reflect on and improve their learning		effective teaching and learning across the school. Engage in action research and report findings to colleagues and local stakeholders Demonstrate that by giving regular feedback, pupils are making progress Shares practice to promote effective teaching and learning at year group/phase/subject level
	M1 to M3	M4 to M6	UP1 to UP3
7 Manage behaviour effectively to ensure a good and safe learning environment			
<ul style="list-style-type: none"> 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 	Clear rules in the classroom Responds to support Reflects on own practice Model positive behaviour at all times Proactively seek to improve rules/routines Consistently adheres to school behaviour policy	Proactively offers support to colleagues Proactively looks to improve rules/routines	Model positive behaviour at all times across the whole school and offer advice to colleagues Contribute substantially to successful behaviour outcomes Audit/analyse behaviour strategies across classes/year groups and whole school events such as lunchtimes/assemblies Proactively intervene to support/up-skill colleagues in tackling behaviour
<ul style="list-style-type: none"> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 	High expectations of behaviour with class and around the school Takes on board strategies offered Develop an increasing range of strategies and systems to promote positive behaviour Engages parents, with support, in managing behaviour concerns	High expectations of behaviour of class/year group and around the school Supports colleagues with strategies Engages parents in managing behaviour concerns	High expectations of behaviour of all pupils Share an ever increasing range of strategies and systems to promote positive behaviour with teaching and support colleagues within the school Support colleagues in engaging parents in managing behaviour concerns Evaluate pupil feedback and action recommendations measuring impact.
<ul style="list-style-type: none"> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	Manage class effectively Develop increasing range of approaches to manage and motivate pupils, groups and classes Increase own bank of strategies through visiting other classes to observe good practice	Manages classes effectively to promote good learning and highest standards of behaviour Supports colleagues with advice and strategies to manage and motivate pupils, groups and classes	Model best practice in all aspects of school life Provide substantial support to colleagues in managing classes and motivating pupils Take a lead role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school
<ul style="list-style-type: none"> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	Builds and maintains positive relationships with pupils Accepts offers of support with behaviour management	Maintains positive relationships with pupils In-depth knowledge of pupils and their needs enables all pupils to participate effectively in learning Supports colleagues with behaviour management	Model best practice in all aspects of school life Proactively supports colleagues with behaviour management across the whole school Takes a leading role in decisive and effective actions to promote high expectations of behaviour within the classroom and throughout the school
	M1 to M3	M4 to M6	UP1 to UP3
8 Fulfil wider professional responsibilities			
<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school 	Be involved in the arrangement of educational visits for class Run an extra-curricular club Promote the school's ethos/values	Lead visits for year group/Key Stage/Phase/Whole School Present information to Governors Provide support to colleagues in organising events/visits	Fulfill role of Educational Visits Co-ordinator Staff Governor role, PTA rep or another such role that has a whole school emphasis Co-ordinate clubs across school

	<p>Organise educational visits for class</p> <p>Organise sporting and extra-curricular events (e.g. tournaments, festivals, events)</p> <p>Provide information for governors</p> <p>Attend PTA meetings/event s</p>	<p>Lead educational visits for class</p> <p>Lead sporting and extra-curricular events (e.g. tournaments, festivals, events)</p> <p>Actively participate in PTA meetings/events</p>	<p>Develop/monitor school ethos and values</p> <p>Monitor and evaluate the range of events and impact on pupil's learning</p>
<ul style="list-style-type: none"> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 	<p>Actively participate in own teacher appraisal</p> <p>Engage with a mentor/coach</p> <p>Take proactive role in staff meetings</p> <p>Work with outside agencies related to your children (e.g. SEN, STS, Ed Psych, etc.)</p> <p>Actively seek out peer observation opportunities</p>	<p>Proactively participate in teacher appraisal e.g. set own SMART objectives</p> <p>Coach and support other colleagues in areas of strength</p> <p>Actively seek out peer observation opportunities to improve own practice</p>	<p>Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges</p> <p>Engage with others to set teacher appraisal objectives</p> <p>Coach/mentor colleagues</p> <p>Lead specific staff CPD and attend SLT where appropriate</p> <p>Co-ordinate with outside agencies</p> <p>Instigate opportunities to collaborate with colleagues across the school and trust</p>
<ul style="list-style-type: none"> deploy support staff effectively 	<p>Engage with TA/LSA in class</p> <p>Effectively deploy LSA/TA in class</p>	<p>Effectively lead TAs/LSAs in year group/Key Stage/phase</p> <p>Offer support/coaching/CPD for support staff and colleagues in effective use of support staff</p> <p>Involves support staff in all planning and teaching</p> <p>Contribute to support staff appraisal process</p>	<p>Lead TA/LSA meetings, offer CPD through coaching, mentoring and support</p> <p>Involve support staff in all planning and teaching</p> <p>Lead support staff appraisal process</p>
<ul style="list-style-type: none"> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 	<p>Identify own training needs</p> <p>Actively participate in CPD</p> <p>Seek and respond to advice</p>	<p>Offer and seek support to colleagues through coaching, mentoring and peer to peer support within school</p> <p>Actively engage in self improvement beyond school's own CPD opportunities</p>	<p>Actively and independently pursue actions which highlight aspirations towards own professional development</p> <p>Identify CPD needs in others and support their development</p>
<ul style="list-style-type: none"> communicate effectively with parents with regard to pupils' achievements and well-being. 	<p>Be proactive in engaging with parents</p> <p>Establish and maintain good home/school links</p> <p>Provide effective feedback to parents at frequent intervals as well as formal consultations</p>	<p>Be proactive in engaging with parents; including those who are hard to reach</p> <p>Establish and maintain strong home/school links</p>	<p>Lead and document meetings supporting other class teachers in discussions with parents</p> <p>Have a high profile with parents in the school and deal effectively with issues that arise</p>

Lesson visits and evaluations of the quality of provision are based on the Ofsted Education Inspection Framework recommendations for effective implementation and the latest Ofsted research outcomes for effective practice. This includes a link to measured improvements in attainment when particular pedagogical approaches are used.

Pupil achievement across the Trust is measured using Target Tracker. This provides expected attainment measures based on age related expectations and typical progress measures of six 'steps' across a calendar year. This is a useful starting point for all ODBST teachers in providing evidence at performance management review meetings of progress towards any pupil impact targets set