



Southerly Point Co-operative Multi-Academy Trust

TEACHERS' APPRAISAL POLICY

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	
The EIA has not identified any conflict with the College's co-operative values.	
Adjust the policy to remove barriers identified by the EIA or better promote equality.	

*Inclusive of protected characteristics

Provenance	Date
Working Party	Nov 2016
HR checks	June 2017
Union Consultation	Aug 2017
Trustees	Sept 2017
Implementation	Oct 2017

Review Date
October 2018

To be read in conjunction with:	Capability Policy Disciplinary Policy
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Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others

Southerly Point Co-operative Multi-Academy Trust
TEACHERS APPRAISAL POLICY

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1. Introduction

Appraisal is a process to assist all staff in the development of their professional skills; it provides a scheme to feedback on a person's performance, aids with career aspirations, including training and development opportunities. The procedure is a mechanism to support the person and should be used as a positive and helpful process.

The Appraisal process as outlined is also designed to facilitate the School's achievement of its aims and objectives as set out in its School Improvement Plan. It enshrines the principles of monitoring, assessment and continuous improvement in educational standards delivered by the School.

2. Policy

This policy will be reviewed annually.

Purpose

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

Application of the policy

Appraisal must be applied to all staff employed by the school, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to the formal Capability Policy.

3. Appraisal

Appraisal in the Trust 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 in their respective roles.

3.1 The Appraisal Period

The appraisal period will normally run for twelve months from 1st September to 31st August.

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

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or when unattached teachers change post within the Trust.

3.2 Appointing Appraisers

The performance of the CEO will be managed by a nominated committee of the Trustees, with the potential to include an external educational expert. The Headteacher's performance will be managed by the CEO, Hub Leader, and their Chair of Governors. If the Headteacher is a Hub Leader their performance will be managed by the CEO a Trustee and their Chair of Governors. (Should an issue arise in respect of the appraisers for the Headteacher, the Headteacher should raise the matter with the CEO whose decision will be final.)

The Headteacher will decide who will manage the performance of the other teachers and support staff. However, it is recommended that the Headteacher should delegate the responsibility to undertake the process of some groups of staff to an alternative senior manager in order to:-

- a) ensure managers' involvement in the appraisal of staff they supervise;
- b) ensure management support for the individual being appraised with regard to the development needs and targets agreed; and
- c) help protect the Headteacher's own workload and therefore their own work/life balance.
- d) All qualified teachers should be appraised by staff who hold QTS;
- e) All appraisers should receive appropriate training and support.

f) Individuals have the right to appeal against the appointment of the appraiser if they feel they will be disadvantaged or if the person has a conflicting interest, the appeal should be in writing to their Chair of Governors, their decision is final.

The CEO and Trustees will oversee and maintain responsibility for consistency between schools.

Headteachers should oversee and maintain responsibility for the whole process within their school to ensure consistency of approach and that targets & objectives reflect the school's overall Improvement Plan.

3.3 Setting Objectives (see Appendix 2(i) and Appendix 3(i))

The Headteacher's objectives will be set by the CEO, Hub Leader and their Chair of Governors after consultation with the Headteacher.

Objectives for each member of staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each person will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the member of staff's role and level of experience. The appraiser and member of staff 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.

The objectives set for each person 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 that school. This will be ensured through a process of linking objectives to the School Improvement Plan and recognising the teacher core professional standards in Appraisal.

It is recommended that there should normally be up to three objectives only.

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

The headteacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to their role.

The Core Teachers' Standards are:

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

All teachers will be assessed against the new Core Teachers' Standards, in addition, a teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Post threshold teachers in addition to Core standards teachers are expected to continue to meet the standards; broaden and deepen their professional attributes, knowledge, understanding and skills; make a distinctive contribution to raising standards across the school; act as role models for teaching and learning and provide regular coaching and mentoring to less experienced teachers.

All teachers, including the Headteacher, will be expected to meet all of the Core Teachers' Standards. Objectives/targets for all teachers will be set by reference to the appropriate standards and the School Improvement plan. All teachers are expected to demonstrate consistently high standards of personal and professional conduct.

It should be noted that both the Appraiser and Appraisee can request a review of the objectives if circumstances within the school or the Appraisee's role changes significantly.

3.4 Reviewing performance

3.4.1 Observation of Teaching Practice (see Appendix 2(iii))

The observation of classroom teaching practice and other responsibilities is important both as a way of assessing teachers' and support staff's 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 appraisal observation will be carried out in a supportive fashion. It is recommended that each teacher should be formally observed regularly, to a maximum of 3 times a year, at times notified in advance to the teacher.

However, depending upon individual circumstances additional observations may be arranged and in such cases the teacher again should be told in advance.

Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. Where any performance concerns arise, these must be discussed with the colleague at the earliest opportunity. Alongside observations, a wide range of evidence should be considered in evaluating teacher performance. Employees (including the headteacher) who have duties and responsibilities outside the classroom should also expect to have their performance in respect of those duties and responsibilities observed and assessed.

3.4.2 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development by encouraging all staff to identify training and/or development opportunities. The school wishes to engender a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals.

3.4.3 Feedback

Staff will receive constructive feedback on their performance regularly throughout the year. In the case of lesson observations, feedback will be provided as soon as practicable after an observation has taken place or other evidence has come to light. (see below) Feedback will highlight particular areas of strength as well as any areas that need attention.

However, where there are fundamental or ongoing concerns about any aspects of the member of staff's performance, the responsible manager will meet the member of staff as part of the Appraisal process to discuss the concerns with a view to arranging a period of intensive support for the member of staff to facilitate the required improvements. The manager responsible for managing performance will undertake the following actions in such circumstances:

- give clear feedback to the member of staff about the nature and seriousness of the concerns;
- Verbal feedback should normally take place within 24 hrs of a formal lesson observation but no later than 3 days after and should be done within the normal school day, but not in PPA time. In addition, written feedback should be provided within 5 school days;
- give the member of staff 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 call a revision meeting to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

The agreed strategies for performance improvement will be written into an Improvement Plan for the member of staff (see Appendix 2(iv) for example).

When progress is reviewed, if the responsible manager is satisfied that the member of staff has made, or is making, sufficient improvement, the Appraisal process will continue as normal, with any remaining issues continuing to be addressed through this process.

3.4.4 Annual Assessment

Each member of staff's performance will be formally assessed in respect of each Appraisal period.

Performance and development priorities will be reviewed and addressed on a regular basis throughout the Appraisal year in interim meetings which will take place bi-annually, or more frequently if necessary. At the end of the Appraisal year, an annual performance assessment will take place, which marks the end point to the annual Appraisal process. Normally the annual review will take place before the end of October. Inevitably there may be exceptions to this but it is best practice to review the previous year's work and to set objectives for the new year as close to the beginning of the new year as possible.

Members of the teaching staff will be asked to provide evidence against professional standards for consideration at the review meeting (see Appendix 2(i)).

The member of staff will receive, as soon as is practicable following the end of the Appraisal period a draft Appraisal report. The employee will have the opportunity to comment on the content of the report prior to its finalisation as the performance record. The report will include:

- details of the objectives for the period in question;
- an assessment of the employee's performance in their role and responsibilities against their objectives and the relevant standards;
- an assessment of the person's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant. *N.B. the recommendation will always be subject to moderation*

3.4.5 Upper Pay Spine progression

"Progression on UPS should be based on two successful Appraisal reviews...

To ensure that achievement and contribution have been substantial and sustained, that Appraisal review will need to assess that the teacher has:

- *continued to meet post-threshold standards; and*
- *grown professionally by developing their expertise post threshold"*

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

(See Pay Policy)

4. Transition to Capability

If the manager responsible for Appraisal (Headteacher, Senior Teacher or line manager as appropriate) is not satisfied with progress, despite there having been a reasonable degree of additional support and guidance provided to the employee throughout the Appraisal process, or if separate concerns have been identified outside of the Appraisal cycle, the employee will be notified verbally and in writing that the Appraisal process will no longer apply and that their performance will be managed under the Capability Procedure (see Appendix 1).

It is important that the manager responsible for Appraisal has taken all appropriate steps and measures to assist the person to address their performance; these measures should have been discussed with the person and should be recorded in the Appraisal records as being offered and undertaken.

Moving to the formal Capability Procedure is a serious step and both parties should be aware of the potential consequences.

N.B. In the first year of the Multi-Academy Trust, schools will continue to use their existing recording documentation, examples of which can be found in the following appendices. The examples are not exhaustive nor included as best practice.

Mr A Anybody
Any Street
Any Town

Your ref:
My ref:
Ext:
Date:

STRICTLY PERSONAL AND CONFIDENTIAL

Dear Mr Anybody

Performance Review

I write to confirm our discussions and the outcomes of our meeting held on (insert date).

At our meeting we discussed the following performance issues:-

(insert details)

We discussed the concerns and reviewed your progress over recent months but as I felt that insufficient progress had been made I have decided to move to the Trust's Capability Procedure, as such this letter constitutes notification that the Capability Procedure is being formally invoked.

A copy of the procedure to be followed and a second copy for your workplace colleague or trade union representative is enclosed.

Yours sincerely

Headteacher

Performance Review Report

NAME

The Reviewee is to retain the original copy of this report

REVIEW OF OBJECTIVES XXXX – XXXX

Name of Teacher	Signed Reviewee
Name of Reviewer	Signed Reviewer
Date		

Review of Individual Teacher Performance Review Objectives

Has the teacher met / partially met or not met the objectives set?

		Summary of evidence of achievement / Notes If partially met or not met, were there any mitigating circumstances?	Assessment of performance against objectives			
All Teachers						
Objective 1: I will create a learning atmosphere in my classroom so that the progress of my _____ class will be close to or above the national percentage of students making 3 and 4 levels of progress from their KS2 starting point (referring to 2015 data). My Accuracy Quotient will be 70% or higher.			Exceeded	Met	Partially met	Not met
Objective 2: Teaching is good or better			Exceeded	Met	Partially met	Not met
Objective 3 (optional):			Exceeded	Met	Partially met	Not met
Upper Pay Range Teacher						
Objective A: To be a champion for PP/MA/Literacy/Feedback within my faculty to help develop best practice and achieve greater consistency			Exceeded	Met	Partially met	Not met
Teacher with TLR role						
Objective B:			Exceeded	Met	Partially met	Not met

Appraisee's Comments:

Review of Teacher Standards

Has the teacher met or exceeded the teacher standards?

TS1 – Set high expectations which inspire, motivate and challenge pupils

TS2 – Promote good progress and outcomes by students

TS3 – Demonstrate good subject and curriculum knowledge

TS4 – Plan and teach well-structured lessons

TS5 – Adapt teaching to respond to the strengths and needs of all pupils

TS6 – Make accurate and productive use of assessment

TS7 – Manage behaviour effectively to ensure a good and safe learning environment

TS8 – Fulfil wider professional responsibilities

Key Points to Consider	Summary of Evidence of Achievement / Notes
<p>Their impact on pupil progress</p> <p>Their impact on wider outcomes for pupils</p> <p>The quality of their teaching</p> <p>Improvements in specific elements of their professional practice, such as behaviour management, lesson planning and evaluation, use of assessment, impact on effectiveness of colleagues</p> <p>Their wider contribution to the work of the school</p>	

Review of Upper Pay Scale (if applicable)

- Is the teacher highly competent in all elements of the teacher standards –

'Highly competent' means the teacher's performance is assessed as having excellent depth and breadth of knowledge skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working

- Are their achievements and contribution to the school substantial and sustained –

'Substantial' means the teacher's achievements and contribution to the school are significant, not just in raising the standards of teaching and learning in their own classroom, or with their own groups of students, **but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.**

'Sustained' means that the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to **have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.**

To demonstrate this, the school will apply the following criteria:

Post Threshold Standards:	Summary of Evidence of Achievement / Notes
<p>Continue to meet the standards in a highly competent manner including teaching that is consistently good/outstanding</p>	
<p>Broaden and deepen professional attributes, knowledge, understanding and skills</p>	

Make a distinctive contribution to raising standards across the school providing evidence of impact in classes and groups of students other than their own.	
Act as role models for teaching and learning & provide regular coaching and mentoring to less experienced teachers and be able to demonstrate its impact in others' work	

PAY PROGRESSION (SUMMARY)

Performance Related Pay (PRP) of individual performance for Main Pay Scale teachers, Upper Pay Scale teachers and Unqualified teachers will be made against the extent to which the teacher has had a successful performance review, including the extent to which they have:

- **met their individual teacher performance review objectives**, and
- **met or exceeded** the requirements of the **Teachers' Standards**, incorporating:
- **met the UPS pay progression criteria** (if applicable)

PAY PROGRESSION REPORT (.....)

To be discussed with SLT link after the review meeting

Name:	Name of Reviewer
Signed Reviewee	Signed Reviewer
Date:	
Overall assessment summary	

Pay Scale Movement

	Tick the relevant scale
M To M ...	
M6 to UPS 1	
UPS 1 to UPS 2	
UPS 2 to UPS 3	
L To L	

Pay Recommendation

To be completed by the headteacher following a consultation with the reviewer/SLT and presented to Governors
(tick appropriate box)

It is recommended that this performance review warrants the relevant movement of the teacher	
It is not recommended that this performance review warrants the relevant movement of the teacher	

Signed Headteacher	Date:
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OBJECTIVES SET FOR THE FOLLOWING PERFORMANCE REVIEW PERIOD (.....)

	Possible actions to be taken/Milestones	Success criteria	Possible evidence to be provided
All Teachers			
Objective 1: I will create a learning atmosphere in my classroom so that students in my _____ class achieve a positive value added score (zero or above). My Accuracy Quotient will be 70% or higher.	e.g. <ul style="list-style-type: none"> Monitor and track students and intervene when necessary Track vulnerable groups and put an appropriate action plan in place Provide support for students who are not making required levels of progress Set individual targets that enable students to progress to level expected Ensure any controlled assessments are completed to an appropriate standard 	VA score for my _____ class is 0 or above Accuracy quotient is 70% or higher	Data analysis of groups
Objective 2: Teaching is good or better			
Objective 3 (optional):			
Upper Pay Range Teacher			
Objective A: To be a champion for Boys/MA/Literacy/Resilience within my faculty to help develop best practice and achieve greater consistency	e.g. <ul style="list-style-type: none"> Attend working party meetings and contribute to its goals Disseminate best practice to rest of faculty Support colleagues as appropriate to develop their own practice 	e.g. MA students within _____ classes are appropriately challenged through differentiated activities and questioning/feedback. As a result they make good progress. Examples of good practice shared at working party meetings are adapted/used consistently across the department as appropriate.	

Teacher with TLR role			
<p>Objective B: e.g. To lead the team effectively</p>	<p>e.g.</p> <ul style="list-style-type: none"> • Team meetings to focus on student progress and teaching & learning by <ul style="list-style-type: none"> ○ Focused discussions at meetings on standardisation/moderation to ensure assessment is robust and accurate ○ Developing a rota of sharing good practice by members of the team at faculty meetings ○ Leading/Facilitating curriculum training as appropriate ○ Regular reviewing of progress data to ensure teaching is impacting on learning • Monitor and evaluate team and provide support as required • Improve results so they are in line with national expectations by <ul style="list-style-type: none"> ○ Ensuring consistency across the team ○ Monitoring and supporting teachers ○ Organising an intervention programme for individuals and ensuring all students required to attend do so ○ Raise boundaries by x marks and aim for students to be in the 'middle' of mark boundaries 		

Reviewee Name

Reviewer Signature

Date

Reviewee Signature

Appraisal Training Annex

DPP will receive a copy of your training annex

Name _____ Department _____

Please indicate the whole school priorities you would like to receive further training in.

School Improvement	✓	School Improvement	✓
Stretch and challenge for the most able		Getting the best out of boys	
Teaching literacy Skills		Developing resilience in self or others	
Supporting the most disadvantaged		Differentiation (general)	
Feedback and marking		Co-operative learning	
Developing a growth mind-set		Exam Literacy	
Use of new technologies		Lesson Planning around student data	

Please identify any specific aspects of the training above you would be interested in e.g. which aspect of new technologies or literacy etc.

Development and Training to support the achievement of Appraisal objectives

Professional Development	CPD required to meet PM objectives or to support Professional Development	Timescale for completion
Responsibility/leadership development:		
Curriculum/Examination Training:		
CPD Mondays (everyone to attend a minimum of 6 sessions) Agreed sessions to attend:		
Other:		

Comments:

CPD Support agreed: Date _____ Reviewer/Reviewee _____

Teacher Appraisal Mid-Year Review (Spring Term

Name of Appraisee:

Name of Appraiser:

Date:

Progress towards Objectives (Please include <u>brief</u> notes about the milestones already achieved and next step actions)	Further support required?	Amendments to objective/milestones or success criteria?
Objective 1		
Objective 2		
Objective 3		
Objective A		
Objective B		

Review of deliberate practice so far (incl. evidence of impact on Case Study Students) Is DP paperwork up-to-date?	Actions arising from DP review

Is part 2 of the Teacher Standards being met? (Personal and Professional Conduct e.g. punctuality, meeting deadlines, adherence to policies & procedures etc)	Actions?

Appraisee signature:

Appraiser signature:

Teachers' Standards

This document was revised in June 2013

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

INTRODUCTION, LEGAL STANDING AND INTERPRETATION

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),¹ 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

¹ <http://webarchive.nationalarchives.gov.uk/20111218081624/tda.gov.uk/teacher/developing-career/professional-standards-guidance.aspx>

² <http://www.legislation.gov.uk/2003/1662>

³ <http://www.education.gov.uk/schools/careers/traininganddevelopment/initial/b00205422/itt>

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*.³

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 in order to be recommended for the award of QTS, in most cases⁴ 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.

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.

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.

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; 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.

Quality of Teaching and Learning Record

Teacher:	Class:	Subject:
Observer:	Date:	Lesson Period:

Purpose and Focus of the lesson Observation:
Performance Management/Faculty Review/Learning Walk/NQT Assessment/Other

Focus _____ **Duration of Observation** _____

Area of Development from previous observations:

Class Context:

Student Number	Boys	Girls	Disadvantaged	SEN	Mable	EAL

Lesson Context: *How does the lesson fit into the SoW? Previous and future lessons?*

Expectations and Challenge (TS1)		
Expectations of all students is consistently high. Targets and learning activities in lessons stretch and challenge students of all backgrounds, abilities and dispositions.	Expectations of all students is high and tasks set are challenging; enabling the majority of students to make good gains in their learning.	Expectations of students are inconsistent. Tasks are challenging to some; enabling some students to work and make gains in their learning, but not yet all.
Intervention and Support (TS5, TS6)		
The systematic checking of students' skills, knowledge and understanding enables the teacher and other adults to intervene and support with notable impact.	The routine checking of students' skills, knowledge and understanding enables the teacher to intervene and meet individual needs with impact.	Monitoring of learning and progress in lesson is limited. In class intervention is not always timely or consistent for some, limiting student progress.
Assessment for Learning and		
Learning is effectively checked through AfL strategies, feedback is frequent and has impact. Skilful questioning engages and challenges students.	Appropriate (AfL) strategies are skilfully used to assess learning and give feedback. Questioning is effective and re-shaped if necessary.	Assessment for Learning strategies are used, but are not always appropriate. Questioning strategies are limited in their impact.
RWCM: Reading, Writing, and Mathematic (TS3) Communication		
Every opportunity is taken to develop a wide range of skills such as reading, writing, communication and mathematics.	Opportunities to develop reading, writing, communication and mathematics are taken and have been considered in planning.	Some support in developing reading, writing communication and mathematics takes place, provision is inconsistent.

Lesson Observation and Student Progress over Time Feedback

Strengths	Teachers' Standards

Areas for Development	Teachers' Standards

CPD requirements agreed (if applicable):

Please discuss CPD requirements with DPP.

Agreed Lesson Observation Follow-up (if applicable):

If the class is new to the teacher do you need to follow up by looking at the progress over time evidence. If progress over time is good or above and the conditions for learning are less than good, do you need to follow up with an agreed drop in observation.

The completed observation form has been agreed.

Teacher _____ Observer _____

TS1	Set high expectations which inspire, motivate and challenge pupils.	TS5	Adapt teaching to respond to the strengths and needs of all pupils
TS2	Promote good progress and outcomes by students	TS6	Make accurate and productive use of assessments
TS3	Demonstrate good subject knowledge and curriculum knowledge	TS7	Manage behaviour effectively to ensure a good and safe learning environment
TS4	Plan and teach well structured lessons	TS8	Fulfil wider professional responsibilities

Teaching & Learning Advancement Programme (TLAP)

Teacher:		Reviewer:		Start Date:	
Teacher's areas of strength:					
Areas for further advancement:					
Teaching Targets	Success Criteria / Time Scales	Agreed Strategies & Support (who will do what)	Review		
Week 1 To improve students' learning the teacher will					
Week 2 To improve students' learning the teacher will					
Teaching Targets	Success Criteria / Time Scales	Agreed Strategies & Support (who will do what)	Review		
Week 3 To improve students' learning the teacher will					
Week 4 To improve students' learning the teacher will					

Week 5 To improve students' learning the teacher will			
Week 6 To improve students' learning the teacher will			