

Policy Statement

Whole School Performance Management

Scope

This procedure applies to support staff, teachers and the Leadership Roles.

The main purpose of performance management is to ensure that all staff have the opportunity to discuss their performance and development needs in relation to their job role.

Performance management is a mechanism to ensure the achievement of our goals through setting objectives, managing and monitoring performance against these objectives and providing the coaching and development that ensures all our staff are equipped with the skills and knowledge to deliver the required outcomes.

The focus of performance management is on continuous development and performance improvement, and the performance management process is an essential element of this.

Benefits include:

- Ensuring that the school's priorities are included in individual's targets and objectives;
- Encouraging effective people management and ongoing communication between line managers and staff;
- Establishing a fair and consistent base so people know what is expected of them;
- Helping people to achieve higher levels of performance and be recognised for doing so;
- Making sure that people are as effective as they can be;
- Establishing greater accountability for delivery of performance, objectives and development;
- Implementing a consistent approach across our school/academy.

Performance can only be assessed if there is clarity of expectations, therefore at Discovery Schools Academies Trust we will ensure that all our staff understand the standards and evidence criteria against which they will be assessed. The school's development plan is crucial in informing staff of what we want to achieve. The aim is that all our staff will take responsibility for their contribution in achieving that plan.

Policy Statement

PART A: Teaching Staff

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers, including the Head Teacher and Director of Schools, for supporting their development within the context of the school's development plan for improving educational provision and performance, and the standards expected of Teachers.

Performance management is a supportive process which will raise the morale of Teachers by motivating them to update their skills and improve their performance. 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.

The performance management policy will also be used to address any concerns that are raised about a Teacher's performance. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability policy.

Scope

The policy applies to the Director of Schools, Head Teacher and to all Teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'Teacher' include the Director of Schools and Head Teacher when they are the individual being appraised.

Timescales

Performance management is an ongoing cycle, the preparation and self evaluation against the relevant standards (the audit) should take place in the autumn term. School and individual objectives will be set and performance formally appraised each year in the autumn term.

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 period will be determined by the duration of the contract.

Where a Teacher starts their employment at the school part way through a cycle, the Head Teacher, or in the case where the employee is the Head Teacher, the Local Governing Body shall determine the length of the first cycle for that Teacher, with a view to bringing his/her cycle into line with the cycle for other Teachers as soon as possible. The Director of Schools would follow the same pattern but the Executive Governing Body will follow this procedure.

Where a Teacher transfers to a new post within the school part way through the cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the Governing Body shall determine whether their cycle shall begin again and whether to change the appraiser.

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Appointment of Appraisers

The Director of Schools will be appraised by a sub group of up to two members from the Executive Governing Body and one from the substantive school Local Governing Body. They will be by a suitably skilled and/or experienced external adviser who has been appointed by the Executive Governing Body.

The Head Teacher will be appraised by a sub-group of three members of the Local Governing Body, supported by the Director of Schools.

The Head Teacher of each school will decide who will appraise other teachers.

The Performance Management Process

Preparation and self evaluation

In the summer term, the sub-groups identified, with the support of the advisers (external and Director of schools) will determine the standards against which the Head Teacher of each school will be evaluated. The Head Teacher should be made aware of the standards and the levels (if appropriate) they will be assessed against.

During the summer term, the Head Teacher of each school will determine the standards against which all teaching staff will be assessed. Staff will be made aware of the standards and at which level they should be performing. All Teachers will be evaluated against the 'Teachers' Standards' published in July 2011 and Effective from September 1st 2012. (See Appendices A and B). The following standards may also be used if relevant:

- National Head Teacher Standards (2004);
- National Standards for Subject Leaders (1998);
- SENCo Standards;
- Draft National Standards for School Leaders;
- School Leadership Standards;
- National occupational standards for supporting teaching and learning in schools.

The responsibility for ensuring a productive discussion takes place at an appraisal meeting rests equally with the appraiser and appraisee. Detailed and considered preparation will often determine the success of the discussion. (See Appendix C)

In readiness for the appraisal, both the appraiser and appraisee should:

- Review previous appraisal paperwork;
- Consider performance against last year's objectives and evaluate whether they have been met or not;
- Reflect on areas of good performance including the way in which they work as well as what has been achieved;
- Consider how any learning and development activities have impacted on their role/performance;
- Familiarise themselves with the School's Development Plan and other key plans which may impact on their role;
- Complete self evaluation against the relevant standards;

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- Ensure that performance over the whole of the review period is taken into account and give examples/evidence of performance to support ratings;
- Consider whether there are areas for performance improvement and prepare potential development objectives for discussion in the appraisal meeting.

Appraisal Meeting (See Appendix C)

Section A - Review of previous objectives and targets

Appraisers and appraisees should discuss previously set objectives and targets and provide evidence of achievement and comment on whether the objectives were met, partly met or not met. The outcome of the discussion should be recorded on the appraisal form.

It is appropriate to consider:

- Were there any barriers preventing completion? If so, what were they?
- If the objective was achieved, how successful was it? (i.e. was it achieved to the standards expected or did it exceed expectations, etc?)

Objective setting

In order to comply with 'The Education (School Teachers' Appraisal) Regulations 2012' each Teacher, including the Head Teacher and Director of Schools, must have objectives set which, if achieved, contribute to the school's plan for improving the school's educational provision and performance. They should also be specific, measurable, achievable, realistic and time bound and may need to be revised if circumstances change.

The performance management process will ensure that it complies with these regulations through setting professional development and student progress objectives which directly support the achievement of the school's development plan.

Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B) may be given additional objectives as required to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards between each career stage defined in Appendix B.

A fourth objective maybe agreed between appraisers and appraises if deemed appropriate by both parties.

Section B - Professional Development Objectives (Review of Standards)

At the appraisal meeting, appraisers and appraisees should:

- Discuss the progress in line with each of the standards. Appraisers will use the following terms: met, partially met and not met;
- For each standard make a note of strengths/achievements and agree areas for development;
- Where there are differences in ratings discuss the reasons for these and agree on a final rating;
- Discuss and agree professional development objectives in relation to the standards;

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- In the event of not being able to reach agreement, the appraiser should record the rating which in their judgement corresponds to the level of performance demonstrated. The Teacher may record their comments in writing as an appendix to the appraisal form.

Section C - Improving educational provision and performance objectives

All Teachers should have at least one objective related to pupil progress and it should address the key attainment priority identified by the school development plan.

Section D - Leadership and Management Objectives (where appropriate)

The performance of all Teachers with paid leadership responsibilities should be assessed against the relevant leadership standards and their impact on relevant school improvement priorities. Where no standards currently exist the Head Teacher will develop appropriate standards for these roles by reference to the draft national standards produced by the NCSL. Leadership and management objectives should be set to address any development priorities identified.

Section E - Performance Summary

The purpose of the Performance Summary is for the appraiser and appraisee to record their own comments regarding overall performance over the year from each of their perspectives. This section may also include aspirations for the future. Appraisees are encouraged to write their own comments in this section.

Completion of the Appraisal Statement

It is the responsibility of the Appraiser to complete the appraisal statement and forward it to the Appraisee for comment/approval within a reasonable time after the appraisal meeting. At this point, the Appraisee can add any comments they wish to make in the relevant section of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The appraisal form will include the following:

- 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;
- 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;
- Identified support for the forthcoming appraisal period.

A recommendation regarding pay must be considered by the Head Teacher who will refer it to the Local Governing Body and Director of Schools, after which the outcome must be confirmed with the Teacher.

Ongoing review of performance

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development Policy and procedures developed with reference to DfE model policy, LA draft policy, Guidance from LA HR services

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needs of the individual. Any feedback on performance must be given promptly and highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. The Director of Schools, Head Teacher and SLT have a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the school, this includes the ongoing assessment from the Head Teacher and SLT and Teachers being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on school improvement throughout the cycle.

Observation

Observation of classroom and leadership practice 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 by those with QTS.

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. This will be up to three hours.

Classroom observation will be carried out by those with QTS. In addition to formal observation, Director of Schools, 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. Teachers (including the Director of Schools and Head Teachers) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Other means of assessing performance may include:

- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the Teacher's overall performance;
- Focussed and moderated APP work with specific groups;
- Learning walks;
- Student behaviour and their management;
- Quality of learning environment;
- Specific internal as well as external tests;
- Lesson plans and showcase innovative approaches;

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the Teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

Pay Progression

Where Teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the Policy and procedures developed with reference to DfE model policy, LA draft policy, Guidance from LA HR services

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relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

Transition to Capability

Where it is apparent that there are performance concerns, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the concerns are such that, if not rectified, could lead to capability procedures, the appraiser, the Head Teacher, Director of Schools, or a member of the leadership team, will, as part of the appraisal process meet the Teacher to:

- Give clear written feedback to the Teacher about the nature and seriousness of the concerns'
- Give the Teacher the opportunity to comment on and discuss concerns;
- Meet with the Teacher to discuss targets for improvement alongside a programme of support (the Teacher may be represented by a Trade Union representative or work colleague);
- An improvement plan which includes appropriate supportive measures which may include coaching, training, in-class support, structured observations or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the Teacher does not make the required improvement then it may be necessary to refer to the capability procedure.

The Teacher's progress will continue to be monitored as part of the performance management process and a reasonable time given for the Teacher's performance to improve, this will vary in individual cases, but generally this will be between 4 and 10 weeks. During this monitoring period the Teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If, on consideration, the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the Teacher should be informed of this.

Alternatively if, on consideration of the evidence, it is concluded that it is appropriate to progress to the capability procedure, the appraiser and Director of Schools should meet with the Teacher to inform them and this should be confirmed in writing.

Confidentiality and Quality Assurance

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Director of Schools Head Teacher and Governing Body to quality assure the operation and effectiveness of the appraisal system.

The Director of Schools will moderate all the planning statements to check that the plans recorded in the statements of Teachers at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the Discovery Schools Academies Trust performance management policy, the regulations and the requirements of equality legislation.

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In relation to the Director of Schools, the Executive Governing Body may appoint a governor not involved in the process to quality assure the planning statement for the Director of schools.

Monitoring and Evaluation

The Local Governing Body of each school will monitor the operation and outcomes of performance management arrangements.

The Head Teacher will provide the Governing Body with a written report on the operation of the school's performance management policy annually. The Director of Schools will provide a summary report of all academies in the trust to the Executive Governing body. The report will not contain any information that would enable any individual to be identified. The report will include:

- The operation of the performance management policy;
- The effectiveness of the school's performance management procedures;
- Teachers' training and development needs;
- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

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PART B: Support Staff

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development within the context of the school's development plan for improving educational provision and performance.

Performance management is a supportive process which will raise the morale of employees by motivating them to update their skills and improve their performance. The school wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing development needs and priorities of individual staff.

The performance management policy will also be used to address any concerns that are raised about an employee's performance. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability policy.

Scope

The policy applies to all staff employed by the Discovery Schools Academies Trust, except those on contracts of less than one term and those who are subject to the school's capability policy.

Timescales

Performance management is an ongoing cycle, but school and individual objectives will be set and performance formally appraised each year in the spring term.

Employees 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 contract.

Where an employee starts their employment at the school part way through a cycle, the Head Teacher shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.

Where an employee transfers to a new post within the school part way through the cycle, the Head Teacher shall determine whether their cycle shall begin again and whether to change the appraiser.

Appointment of Appraisers

The Head Teacher and senior leadership team will decide who will undertake appraisals of the staff. It will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

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The Performance Management Process

Preparation and self evaluation

During the autumn term, both parties should review the job description and the duties and responsibilities stated within it. In cases whereby formal standards, e.g. School Business Management Competency Framework, exist for the staff group concerned, the appraiser will clarify that these are the standards against which a staff member should be performing and will be assessed.

The responsibility for ensuring a productive discussion takes place at an appraisal meeting rests equally with the appraiser and appraisee. Detailed and considered preparation will often determine the success of the discussion. A proforma is provided for the appraisee to prepare.

Therefore, before the meeting appraisers should:

- Ensure the appraisal is conducted within agreed timescales;
- Organise a mutually convenient time and date (giving sufficient notice);
- Ensure enough time is allocated for the meeting and the environment is appropriate;
- Take time to effectively prepare for the discussion;
- Give the appraisee time to prepare.

In readiness for the appraisal, both the appraiser and appraisee should:

- Review previous appraisal paperwork;
- Consider performance against last year's objectives and evaluate whether they have been met or not;
- Reflect on areas of good performance including the way in which they work as well as what has been achieved;
- Consider how any learning and development activities have impacted on their role/performance;
- Familiarise them self with the School/Academy or Department Plan and other key plans which may impact on their role;
- Complete self evaluation against the roles and responsibilities stated on the job description;
- Ensure that performance over the whole of the review period is taken into account and give examples/evidence of performance to support ratings;
- Consider whether there are areas for performance improvement and prepare potential development objectives for discussion for the appraisal meeting.

Appraisal Meeting

Section A - Review of previous objectives and targets

Appraisers and appraisees should discuss previously set objectives and targets and provide evidence of achievement and comment on whether the objectives were met, partly met or not met. The outcome of the discussion should be recorded on the appraisal form.

It is appropriate to consider:

- Were there any barriers preventing completion? If so, what were they?
- If the objective was achieved, how successful was it? (i.e. Was it achieved to the standards expected or did it exceed expectations etc?)

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Section B - Objective setting

Staff must have objectives set which, if achieved, not only reflect their individual priorities within their role, but also contribute to the school's plan for improving the school's educational provision and performance.

The number of objectives must be reasonable and appropriate to the career stage of the individual concerned.

For staff who have professional standards associated with their role, due consideration should be given to these when setting and reviewing objectives.

Section C - Performance Summary

The purpose of the Performance Summary is for the appraiser and appraisee to record their own comments regarding overall performance over the year from each of their perspectives. This section may also include aspirations for the future. Appraisees are encouraged to write their own comments in this section.

Completion of the Performance and Development Appraisal Statement

It is the responsibility of the appraiser to complete the appraisal statement and forward it to the appraisee for comment/approval within a reasonable time after the appraisal meeting. At this point, the appraisee can add any comments they wish to make in the relevant section of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Local Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The appraisal form will include the following:

- Details of the individual's objectives for the appraisal period in question;
- An assessment of the individual's performance of their role and responsibilities against their objectives, job description and any relevant standards;
- An assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- Objectives and support for the forthcoming appraisal period.

Ongoing review of performance and feedback

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development needs of the individual. Any feedback on performance must be given promptly and highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. The Director of Schools, Head Teacher and SLT have a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the school, this includes the ongoing assessment from the Director of Schools, Head Teacher and SLT and employees being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on school improvement throughout the cycle.

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Means of assessing performance may include:

- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Feedback obtained during the cycle relevant to the staff's overall performance.

Transition to Capability

Where it is apparent that there are performance concerns, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the concerns are such that, if not rectified, could lead to capability procedures, the appraiser, Headteacher and the Director of Schools as part of the appraisal process meet the employee to:

- Give clear written feedback to the employee about the nature and seriousness of the concerns;
- Give the employee the opportunity to comment on and discuss concerns;
- Meet with the employee to discuss targets for improvement alongside a programme of support (the employee may be represented by a Trade Union representative or work colleague);
- An improvement plan which includes appropriate supportive measures which may include coaching, training or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the employee does not make the required improvement then consideration will be given to the need to refer to the capability procedure.

The employee's progress will continue to be monitored as part of the performance management process and a reasonable time given for the employee's performance to improve, this will vary in individual cases, but generally this will be between 4 and 10 weeks. During this monitoring period the employee will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If, on consideration, the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the employee should be informed of this.

Alternatively if, on consideration of the evidence, it is concluded that it is appropriate to progress to the capability procedure, the appraiser, Head Teacher and Director of Schools should meet with the employee to inform them and this should be confirmed in writing.

Confidentiality and Quality Assurance

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the, Director of Schools Head Teacher and local Governing Body to quality assure the operation and effectiveness of the appraisal system.

The Director of Schools and Head Teacher may moderate all the planning statements to check that the plans recorded in the statements of employees at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;

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- Comply with the school's performance management policy and the requirements of equality legislation.

Monitoring and Evaluation

The Local Governing Body will monitor the operation and outcomes of performance management arrangements.

The Head Teacher will provide the Governing Body with a written report on the operation of the school's performance management policy annually. The report will not contain any information that would enable any individual to be identified. The report will include:

- The operation of the performance management policy;
- The effectiveness of the school's performance management procedures;
- Employees' training and development needs
- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

The Governing Body of Discovery Schools Academies Trust School adopted this policy on

Signed.....Chair of Governors

To be reviewed: June 2014

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Appendix A - National Standards

TEACHERS' STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

NAME:		PAY POINT:		DATE:	
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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		

Standard	+*	-*
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> 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 		
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Plan teaching to build on pupils' capabilities and prior knowledge Guide pupils to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Encourage pupils to take a responsible and conscientious attitude to their own work and study 		

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<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
<p>* + area where you may be able to help others; - area where you may need help from others ** + performance in line with expectations - performance may be below expectations</p>		
Standard	+*	-*
<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. 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 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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 		
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 		

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<ul style="list-style-type: none"> 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> 1. 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 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
<p>* + area where you may be able to help others; - area where you may need help from others</p>		
<p>Standard</p>	<p>+*</p>	<p>-*</p>
<p>1.8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		
<p>Part 2 Personal and Professional Conduct</p>		
<p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	<p>+**</p>	<p>-**</p>
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p>		

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<ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 		
<p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>		
<p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

** + performance in line with expectations - performance may be below expectations

Appendix B - National Standards Career Stage Expectations

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MINIMUM CAREER STAGE EXPECTATIONS: DISCOVERY SCHOOLS ACADEMIES TRUST

NAME:		PAY POINT:		DATE:	
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Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3
PROFESSIONAL PRACTICE	1.1; 1.3; 1.4; 1.5 1.6; 1.7; 2	All teaching satisfactory as a result of pupil needs being clearly understood; many good or better	All teaching good or better as a result of careful planning to meet individual needs	All teaching good; some outstanding. Differentiation a key real strength	All teaching good; much is now outstanding	All teaching good; most is outstanding
PROFESSIONAL OUTCOMES <i>(against nationally generated data such as Progression Guidance targets where applicable)</i>	Preamble 1.1; 1.2	50% Good or better; 10% Outstanding	65% Good or better; 30% Outstanding	75% Good or better; 40% Outstanding	80% Good or better; 45% Outstanding	80% Good or better; 50% Outstanding
PROFESSIONAL RELATIONSHIPS	Preamble 1.1; 1.2; 1.4; 1.7; 1.8; 2	Positive working relationships with pupils, colleagues and parents; able to establish role of teacher whilst acting on advice from class colleagues and others	Professional credibility fully established and works well with other agencies and support staff	Professional classroom leadership fully established and drives improved provision and outcomes	Plays a proactive and effective role in building key stage / department teams to improve provision and outcomes	Plays a proactive and effective role in building school-wide teams to improve provision and outcomes

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Professional Area	Relevant Standards	M2	M4	M6	UPS 1	UPS 3
PROFESSIONAL DEVELOPMENT	Preamble 1.3; 1.5; 1.8; 2	Able, with support, to identify key professional development needs; accept and respond to advice and feedback	Takes a proactive role in identifying professional development needs and accesses relevant support and professional development from colleagues and outside agencies	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly; able to challenge advice where necessary and make independent judgements to improve provision and outcomes for pupils	Plays a proactive role in leading the professional development of key stage / department colleagues	Plays a proactive role in leading the professional development of colleagues across the school
PROFESSIONAL CONDUCT	Preamble 2;	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

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Appendix C – Procedure for Conducting National Standards Audits

C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify, through professional dialogue, the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified - and any necessary arrangements made - in good time for the new school year.

C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers "to inform the teacher of the standards against which the teacher's performance in that appraisal period will be assessed." It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

C3 The key stages of the procedure are as follows:

- Teachers will conduct a self-audit against the National Standards (Preamble, Part 1 and Part 2) at the level indicated by the agreed career stage expectations set out in Appendix B
- Each teacher's appraiser paired with the head teacher/appropriate extended leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is
- The audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence
- Teacher and appraiser will then attend a 45 minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher's performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher's performance will be assessed in the next appraisal cycle
- Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision
- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

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Appendix D – Observation of Teaching and Leadership Practice

1 Formal Lesson Observations.

1.1 Teachers will normally have up to 3 hours in the course of the school year of which:

- One will be a general teaching and learning observation
- Two will be linked to appraisal objectives, with the focus agreed in advance with the appraiser

1.2 An individual teacher is free to request that all general lesson observations be unannounced

1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

2 Other Leadership Visits to Lessons

2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is happening in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved

2.2 Because these are not formal lesson observations, no written feedback will be given

2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If a national standard is not being met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

3 Formal Observation of Leadership Practice

3.1 Leaders will normally have up to 3 hours leadership observations in the course of the appraisal period. Of these:

- One will be a general teaching and learning observation
- Two will be linked to appraisal objectives, with the focus agreed in advance with the appraiser

4 Informal Self Evaluation of Learning and Teaching

4.1 Teacher will have informal self evaluation activities by the SLT teams and Director of Schools as described earlier in this policy.