



Teachers' Appraisal Policy

Version 2.0

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POLICY STATEMENT

The Brighter Futures Learning Partnership Trust (BFLPT) success relies on the performance of its workforce. Through this policy, the Trust aims to:

- Adopt a Trust framework for the clear and consistent assessment of the overall performance of Teachers, including the Chief Executive Officer, Executive Principal(s) and Headteachers/Principal
- Review regularly the standards, processes and resources in place to ensure effective application of the framework
- Embed an understanding that effective appraisal is key to driving forward improvements in Teaching and Learning
- Provide learning and development opportunities for staff to operate successfully within the framework and to meet the objectives set through appraisal
- Continue to improve the delivery and the outcomes of appraisal to raise the achievement of pupils/students across all areas of the curriculum
- Monitor the effectiveness of each aspect of the framework to ensure an effective and appropriate appraisal process for all teachers

PURPOSE AND SCOPE

The rationale for this policy is as follows:

- A climate of effective staff appraisal directly improves the development of all individual students in the Trust
- Appraisal processes are essential for supporting staff professional learning and development within the context of each school's/UTC's improvement plan
- Effective appraisal boosts staff morale, self-evaluative skills, performance, wellbeing and sense of purposeful contribution to whole school improvement
- This policy details the framework for teaching staff appraisal. It should be read in conjunction with other relevant policies.
- The policy applies to the Chief Executive, Executive Principal(s), Headteachers/Principal and to all Teachers with QTS employed by the school except Teachers on contracts of less than one term and those undergoing induction (i.e. NQTs). Teachers with QTLS will be appraised in accordance with this policy framework unless otherwise agreed with the CEO.
- Where persistent inadequacies are identified through appraisal and/or feedback at any point in the appraisal cycle, support to address the performance issues will be provided as outlined in this policy.

- This policy should be read in conjunction with the Trust Staff Code of Conduct, the Teacher standards and expectations, School/UTC Teaching and Learning Policies and the Trust Pay policy, which provide specific details of arrangements relating to standards, development and professional learning and Teachers' pay.

ROLES AND RESPONSIBILITIES

The **Board of Trustees** is responsible for approving this policy, monitoring its effectiveness and ensuring that adequate resources are available to support teaching and learning within each school.

The **CEO** is responsible for ensuring that staff are treated fairly and consistently in the application of this policy and procedure and for supporting Headteachers/Principals to ensure that pay awards are based on evidence

Central HR and Teaching and Learning Leaders **are** responsible for ensuring that all teaching staff are aware of this policy and procedure, and, that training is delivered for managers and appraisers. **Headteachers/Principals** will also ensure that the policy is implemented fairly and consistently and that staff are treated with dignity and respect.

Appraisers must ensure they carry out their responsibilities fairly and consistently.

Appraisers must also:

- Attend appropriate training
- Monitor appraisal progress against standards and objectives
- Ensure appraisees are given appropriate support throughout the appraisal cycle
- Comply with the requirements of the Equality Act 2010

Teaching staff are required to engage in the appraisal cycle, seeking support, clarification, advice and guidance as necessary and accessing teaching and learning offered and agreed.

EQUALITY AND DIVERSITY

The Brighter Futures Learning Partnership Trust is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged
- Each Headteacher/Principal will have overall responsibility for the quality assurance of the appraisal process across their school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher/Principal may delegate responsibility for monitoring consistency and equality of application to a teacher

member of the senior management team. However, they will be responsible for ensuring that the setting of objectives is fair and relevant to the postholder and that any reviews are supported by evidence.

- The Headteacher/Principal will be responsible for reporting regularly to the CEO the performance of all staff, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Local Governing Boards and the Trust Pay Committee to receive an overall general report of the process but will not include specific details relating to individual members of staff.

APPRAISAL PERIOD

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

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 their contract.

APPOINTING APPRAISERS

The CEO will be appraised by members of the Trust Board, supported by a suitably skilled and / or experienced external adviser who has been appointed by the Trust Board for that purpose.

In each school the task of appraising the Headteacher/Principal including the setting of objectives, will be delegated to the CEO with support from a member of the Local Governing Body, usually the Chair or Vice-Chair.

The Headteacher/Principal will delegate the Appraiser role for some or all Teachers for whom they are not the direct line manager within their respective schools/UTC. All Appraisers to whom the CEO has delegated the role will receive appropriate preparation and training for that role. Line Managers where possible, practicable, fair and equitable will be the Appraisers for all those Teachers whom they line manage. Where the Appraiser is not the Teacher's direct line manager the Appraiser will have a higher status in the staffing structure than the Teacher they review. Where a Teacher has more than one line-manager, the CEO will determine which line-manager will be best placed to manage and review the Teacher's performance. (Some Teachers are shared across the MAT.) Leaders, where not the Appraiser, will be able to assure the objectives set by staff in the team for which they have direct responsibility, thus ensuring objectives set are in-line with development and improvement plans.

Where it becomes apparent that the Appraiser will be absent for the majority of the cycle the Headteacher/Principal may perform the duties themselves or delegate them in their entirety to another Teacher.

Should the Appraiser change mid-cycle, the Appraisal cycle will not begin again.

Where a Teacher is of the opinion that the person to whom the Headteacher/ Principal has delegated the Appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher/Principal for that Appraiser to be replaced, stating those reasons.

MODERATION OF OBJECTIVES

The **Headteacher/Principal or leader with responsibility for the Appraisal** process will moderate a sample of written Appraisal statements to ensure:

- Objectives, written feedback and expectations are consistent with a Teacher's experience, responsibilities and offer the progression necessary for professional development;
- Objectives comply with the school's core purpose and values

The Headteacher/Principal must be satisfied that objectives are differentiated and commensurate with teachers' levels of responsibility and that there is robust success criteria to help identify actions which will lead to effective performance.

SETTING OBJECTIVES

Objectives for the CEO and Headteachers/Principal must, where possible, be aligned to secure improvements in pupil and student outcomes and improve the quality of teaching and learning. Objectives should be clearly linked to the MAT strategic plan and school/UTC development plans.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's/UTC's plans for improving the school's educational provision and performance and improving the education of pupils/students at this school. Objectives will be set in line with the standards set out in the school pay policy. This will link to:

- Ensuring that the pupil/student achievement objective (for all teachers) addresses the key achievement priority identified by the school/UTC improvement plan,
- Ensuring that the CPD/professional development objective (for all teachers) addresses the key development priority identified annual appraisal against the teachers standards,

- Ensuring that the specific Teaching and Learning objective (for all teachers) addresses the teaching and learning target linked to monitoring and evaluation
- Ensuring that the leadership and management objective (for all teachers who are paid leadership responsibilities) addresses the key development priority identified by examination of each leader's impact on the relevant school improvement priorities, making reference to any leadership standards that are relevant.

Generally, teachers 3 objectives will focus on:

- **The quality of education** – this will focus on the education that is provided to pupils including the most disadvantaged pupils, the most able pupils and pupils with SEND. The way in which the curriculum is taught and developed to support pupils to build their knowledge and to apply that knowledge as skills. The way in which the curriculum is taught and the impact this has on pupils.
- **Specific school-based priority** – this may be linked to Maths, English, Reading, dependent on the priority of the individual school.
- **Professional practice and development** -there will be a strong focus on CPD and how teachers develop their practice and expertise, take advice from experienced colleagues to improve their practice, conversation around career paths, wellbeing

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 which sets out the minimum expectations of the profession. See appendix A.

Teachers will usually have 3 mutually agreed objectives per cycle. The size of objective will be linked to the role each teacher fulfils; leaders and TLR holders will have weightier objectives in line with their responsibilities.

The Headteacher/Principal will be responsible for ensuring that the appraisal process operates consistently and with integrity. Objectives that are set by the appraiser will be focused on school priorities. **All objectives will be referred to the Headteacher/Principal prior to the commencement of the cycle of monitoring.** Where the Headteacher/Principal has concerns about the relevance of the objectives set they will be discussed with the appraiser, if following this discussion amendments are required these will be discussed with the individual teacher.

It is vital that, in order for the Appraisal process to be meaningful and appropriately challenging, there is serious consideration given to the impact of the objectives for each teacher, if accomplished. Both the Appraiser as well as the Appraisee need to ensure that each objective is tied to an impact statement (clear success criteria) as part of the planning process.

Although Appraisal is an assessment of overall performance of Teachers, including the CEO, the Executive Principal and the Headteachers, objectives cannot cover the full range of a Teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual using the Teachers standards and expectations as a backdrop alongside the framework for Appraisal must be applied in correlation with all relevant policies, for example Expectations and Code of Conduct.

Teachers are encouraged to use their appraisal throughout the year as a working document and a mechanism for discussing career aspirations. Teachers who wish to progress through the Upper Pay Range threshold are advised to raise this with their appraiser with a view to submitting the application at the end of the academic year. This then allows the Head teacher/Appraiser to work with the teacher to gain and build the evidence required.

If there is a material change affecting objectives the objectives may be reviewed informally by the Appraiser and the Teacher. Failure to agree on objectives should be flagged by the Appraiser to the Headteacher.

REVIEWING PERFORMANCE

Reviewing Performance

The judgments that are made about teaching and learning will focus on the impact of teaching over time and will be triangulated, drawing on lesson observations, pupils'/students' work and performance data.

Observation

This Trust believes that observation is important both as a way of assessing teachers' performance in order to identify any strengths and areas for development they may have and of gaining useful information which can inform school improvement generally. The Trust defines observation as the action or process of closely observing and monitoring something or someone and recognise this can take many forms dependent on the individual circumstances of staff and the needs of the individual schools. It is recognised that observation forms a small part of teachers' performance, the Trust will also use other methods to monitor performance, including scrutiny of pupils books and the overall quality of education.

In this Trust, teachers' performance will be regularly monitored but the amount and type of classroom observation will be no more than is necessary. Classroom observation will be carried out by those with QTS. In addition to observation and in order to develop an overview of the success or otherwise of whole school practice, Head Teachers or other leaders with responsibility for teaching standards may "drop in". The length and frequency of "drop in" observations will be of a reasonable amount of time depending on specific circumstances. Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

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

Feedback

Teachers will receive constructive 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 highlight particular areas of strength as well as any areas that need attention and support. Teaching staff are advised to retain information regarding performance including any relevant professional training.

INFORMAL SUPPORT

During the review cycle where there are concerns about any aspects of the teacher's performance, support will be identified and discussed with the teacher. The detail of the support will depend on the needs of the teacher and will be delivered in an informal support plan agreed with the individual and their Support Manager, this informal support will be provided in a reasonable timescale (normally 4 weeks). Where the informal support does not have the desired impact and there is a need to have a formal support process, this will be addressed under section headed Teachers Continuing to Experience Difficulties (Formal Support).

When progress is reviewed, if the support manager is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through the normal CPD, mentoring and upskilling of staff. Consideration will be given to extending informal support plans where there is clear evidence of progress towards meeting objectives.

At this stage every effort will be made by the school to support the employee to enhance their performance, this may include breaking their objectives down into smaller points to focus on the issues. Support will be provided with the aim to improve practice and areas where there are concerns, the Trust will ensure that members of staff who require support will have a Support Manager to work with them as well as expertise from across the trust.

TEACHERS CONTINUING TO EXPERIENCE DIFFICULTIES (FORMAL SUPPORT)

Where, during the appraisal cycle, there is clear evidence of serious concerns about any aspects of the teacher's performance, the Support Manager will arrange to meet formally with the teacher giving at least five working days' notice, this is after a period of informal support has already been provided and clarity about the performance issues has been discussed with the teacher. Prior to

the meeting the Support Manager will provide the teacher with clear written feedback about the nature and seriousness of the concerns and a draft Formal Support Plan. Teachers are entitled to be represented by a trade union representative or a work colleague at the formal support meeting as this is the best opportunity to avoid the matter escalating. The Support Manager will be advised by the HR at the meeting.

At the meeting the teacher and the support manager will:

- Consider the evidence of serious concerns;
- Give the teacher the opportunity to comment and discuss the concerns.
- Discuss the formal support plan and ensure that clarification is given on all aspects of the formal support plan.
- Identify in the support plan how and when additional monitoring will take place, the purpose of this additional monitoring is to assess if the support is having the correct impact for the school and that the Teacher is responding to the support.
- Discuss objectives in the support plan, objectives may be broken down into smaller sections to target specific areas of concern.
- Make clear how, and by when, the support manager will review progress, it may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement. The amount of time will depend on the seriousness of the concerns but will not be less than 4 weeks except in exceptional circumstances.
- Discuss who will provide the support and guidance
- Explain the implications and the process if no – or insufficient – improvement is made against the targets and milestones agreed.

This meeting and any further support and guidance given will be with the aim that the teacher's performance improves and the need to move into formal capability procedures is avoided.

At the end of the support period the teacher will be invited to a formal review meeting (5 working days-notice with the right to representation).

FORMAL REVIEW MEETING

At the end of the formal support period the teacher will be invited to a Formal Review Meeting with their Support Manager and HR, they will have the right to be represented by a trade union representative or a work colleague.

Where sufficient progress is made such that the teacher is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal review meeting with the Support Manager. Following this meeting, the appraisal process will continue as normal. The outcome will be provided in writing to the teacher.

Where a teacher is working successfully towards meeting the objectives and there is clear evidence to demonstrate this consideration will be given to extending the support plan and setting a further date for a Formal Review Meeting.

If the Support Manager is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal capability procedure. The individual will be invited to a formal capability meeting in line with the formal capability procedure.

Transition to Capability

If the Support Manager is not satisfied with progress following the agreed additional support and time frame, they will report this to the Headteacher.

Within five working days the Headteacher will write to the teacher (appraisee) inviting them to a formal capability meeting, with at least five working days' notice. The notification will include:

- Sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting.
- Copies of any written evidence connected to the concerns as outlined in the support planning process.
- The details of the date, time and place of the meeting.
- Advise the employee of their right to be represented/accompanied by a trade union official or work colleague.
- The names of those who will be at the meeting and their role
- An outline of possible courses of action
- Wherever possible the time and date of meeting should be agreed with the employee and their representative. The process to be followed is set out in detail in the capability procedure.

ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. This assessment is the end point to the annual appraisal process, however, performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of;

- Lesson Observations
- Planning and Work Scrutiny
- Tracking meetings and action plans
- Mid cycle review meetings with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback, specifically linked to the objectives set, obtained during the cycle relevant to the teacher's overall performance

Teachers will be asked to undertake a self-assessment against the national teachers' standards at the level that is consistent with what should reasonably be expected of that teacher, given their

current role and level of experience, shown at Appendix B, the procedure for undertaking this is shown at Appendix C. This document will assist the process of discussing performance and identifying development areas for career progression.

The school may use a range of evidence to measure the quality of education including: observations, work scrutinies, documentary reviews, discussions with teachers, interviews with pupils, listening to pupils read. This will take a rounded view of teacher performance.

Whilst we may have numerical targets for our cohorts/classes, these will not be used solely for performance related pay although may be included as part of the success criteria. Instead, the focus is on how well teachers use assessment to help pupils embed and use knowledge fluently and/or to check understanding and inform teaching; strong subject knowledge of the subject(s) they teach and the creation of an environment that focuses on pupils. This will focus much more on the quality of education provided by the teacher.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on their appraisal report. In this Trust, teachers will receive their written appraisal reports by 31 October (31 December for the CEO, Headteacher/Principal). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- 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

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

Any recommendations on pay will be referred to the Headteacher before being referred on to the CEO who will moderate key recommendations across the Trust. The recommendations will be reviewed and ratified by the Trust HR Committee, these will be in line with the Trust pay policy.

CONFIDENTIALITY

Access to the appraisal report will normally be limited to the appraisee, the appraiser, the CEO, Headteacher/Principal and / or the nominated member of the senior management team.

An overview of the evidence of the appraisal will be kept on file and shared with the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy; this may include Trustees, governors and Ofsted

RETENTION OF STATEMENTS

The Trust, Local Governing Body and Headteacher/Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed

MONITORING AND REVIEW OF THE POLICY

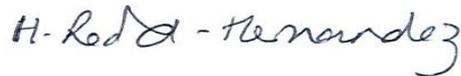
The Trust Board will review the application of the Appraisal Policy every school year.

To ensure Teachers are fully conversant with the Appraisal arrangements, all new Teachers who join the school will be briefed on them as part of their introduction to the school.

The Trust Board and the CEO will monitor the operation and the effectiveness of the Trust's Appraisal arrangements.

Teachers' Appraisal Policy agreed: September 2020 – Version 1

Signed CEO of BFLPT – Helen-Redford-Hernandez:



Date: 9 December 2020

Signed – Chair of BFLPT – Marcus Isman-Egal:



Date: 9 December 2020

Scheme of Delegation to be reviewed: September 2021

Revised: December 2020 (Version 2)

Appendix A – National Standards

CONFIDENTIAL

TEACHERS' STANDARDS AND PROFESSIONAL DEVELOPMENT PLANNER

NAME..... PAY POINT..... DATE.....

This document is used to inform teacher development

Standard	+*	-*
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>		
<p>2. Promote good progress and outcomes by pupils</p> <p>2.1 Be accountable for pupils' attainment, progress and outcomes</p> <p>2.2 Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>2.3 Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>		

*+ area where you may be able to help others; - area where you may need help from others

<p>3. Demonstrate good subject and curriculum knowledge</p> <p>3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p> <p>3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3. (cont'd)</p> <p>3.3 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</p> <p>3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>		
<p>4. Plan and teach well structured lessons</p> <p>4.1 Impart knowledge and develop understanding through effective use of lesson time</p> <p>4.2 Promote a love of learning and children's intellectual curiosity</p> <p>4.3 Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>		
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</p> <p>5.3 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</p> <p>5.4 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</p> <p>5.5 language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>		

*+ area where you may be able to help others; - area where you may need help from others

Standard	+	-
<p>6. Make accurate and productive use of assessment</p> <p>6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>6.2 Make use of formative and summative assessment to secure pupils' progress</p> <p>6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>		
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p>7.1 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</p> <p>7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</p>		
<p>8. Fulfil wider professional responsibilities</p> <p>8.1 Make a positive contribution to the wider life and ethos of the school</p> <p>8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>8.3 Deploy support staff effectively</p> <p>8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>8.5 Communicate effectively with parents with regard to pupils' achievements and well-being</p>		

*+ area where you may be able to help others; - area where you may need help from others

<p>Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	+**	- **
<p>A. 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</p> <p>Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions Showing tolerance of and respect for the rights of others</p> <p>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</p> <p>Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p> <p>B 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>C Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p>	+**	- **
<ul style="list-style-type: none"> 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 		

*+ area where you may be able to help others; - area where you may need help from others

Appendix B – Brighter Futures Career Stage Expectations 2019-20

In order to clarify the teachers' standards a series of career stage expectations has been produced which establishes expectations for teachers dependent on their main professional scale point or upper scale point. These will help to inform continuous professional development which are central to the appraisal process. The career stage expectations are as follows:

SKILL AREA	M1-M2a	M3 – M4a	M5 – M6a	UPS 1-5	TLR/Leadership
	With support and mentoring Early Careers Teacher	Perfecting practice Developing Teacher	Influencing practice Accomplished Teacher	Significant and sustained support of others Expert Teacher	Leading School/UTC systems Expert Teacher and Leader
1. Set high expectations which inspire, motivate and challenge	ALL – establish a safe and stimulating environment for pupils/students, rooted in mutual respect. As a tutor ensure that all tutor time activities are carried out in line with school/UTC expectations.				
	ALL – demonstrate with consistency the positive attitudes, values and behaviour expected for pupils/students. Be a positive role model for children's/young people's behaviour.				
	Effectively apply the curriculum in context of own lessons and at appropriate key stage level. Establish expectations and sufficient support and challenge to ensure progress by setting appropriate goals and targets for all children.	Effectively apply the curriculum at key stage level and understand the full curriculum of the School/UTC. Establish expectations and a high level of challenge and support to ensure progress by setting appropriate goals and targets for all children/young people	Provide support and advice to others beyond own year group/ department e.g. through planning and leading staff INSET. Develop the skills of others, particularly ITT pupils/students, to enable them to be able to inspire, motivate and challenge.	Demonstrate best practice and lead the setting of high expectations to motivate, inspire and challenge all pupils/students	Establish, review and improve systems that contribute to high expectations which inspire, motivate and challenge pupils/students.

SKILL AREA	M1-M2a	M3 – M4a	M5 – M6a	UPS 1-5	TLR/Leadership
	With support and mentoring Early Careers Teacher	Perfecting practice Developing Teacher	Influencing practice Accomplished Teacher	Significant and sustained support of others Expert Teacher	Leading School/UTC systems Expert Teacher and Leader
2. Promote good progress and outcomes by pupils/students	ALL – be accountable for pupils'/students' attainment, progress and outcomes				
	ALL – encourage pupils/students to take a responsible and conscientious attitude for their own work and study				
	Use knowledge of all groups of pupils'/students' capabilities and prior attainment to ensure that pupils/students, achieve in line with the school's/UTC's expectations.	Use knowledge of all groups of pupils'/students' capabilities and prior attainment to ensure that where possible pupils/students make good progress as a minimum and outcomes are in line with school/UTC expectations.	Where possible pupils/students achieve in line with academy expectations meeting individual targets. Some pupils/students exceed school/UTC expectations and targets.	Demonstrate best practice in using knowledge of all groups of pupils' /students' capabilities and prior attainment to plan consistently to achieve and sustain good and outstanding teaching to build on these.	Share best practice and support colleagues as required in using knowledge of all groups of pupils'/students' capabilities and prior attainment. This will lead to planning which consistently and sustains good and outstanding teaching to build on these. Develop and manage appropriate intervention strategies that support outstanding progress

SKILL AREA	M1 – M2a	M3 – M4a	M5 – M6a	UPS 1-5	TLR/Leadership
3. Demonstrate good subject and curriculum knowledge	ALL – demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and SMSC				
	Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. Demonstrate high standards of literacy; oracy and the correct use of standard English regardless of specialist subject. Know who the subject experts are within the Trust and use their support.	Play a more prominent role within designated curriculum team, e.g. development of curriculum, units of work, assessments. Access advice and adapt practice; feeding back to the SLT to improve teaching and learning.	Take a lead in significant subject area, including developing and evaluating the subject.	Contribute to the development of schemes of work so that literacy, numeracy and SMSC is integral to the curriculum. Ensure cross curricular opportunities contribute to the development of the schools/UTC's core values and employability skills	Establish, review and improve systems for demonstrating best practice in providing learning opportunities in literacy, numeracy, SMSC and learning power.
4. Plan and teach well-structured lessons	ALL – Promote a love of learning and pupils'/students' intellectual curiosity – pupils/students should be actively engaged and independent.				
	With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear feedback within the lesson leading to progress by all groups	All teachers endeavour and work towards lessons becoming securely good with evidence of high levels of engagement and pupil/student progress.	Lessons are starting to highlight areas of excellence and these areas are shared with others within school/UTC.	Teachers take on sustained responsibility for modelling and developing other teachers to improve teaching across the school/UTC and across the Trust	Areas of excellence are shared across the Trust and the development of teaching and learning is supported across working parties and the Trust.

SKILL AREA	M1 – M2a	M3 – M4a	M5 – M6a	UPS 1-5	TLR/Leadership
5. Adapt teaching to respond to the strengths and needs of all pupils/students	ALL – Have a secure understanding of how a range of factors can inhibit pupils'/students' ability to learn, and how best to overcome these.				
	ALL – demonstrate an awareness of the physical, social and intellectual development of pupils/students and know how to structure teaching to support and challenge pupils/students at different stages of development.				
	Have a clear understanding of the needs of all pupils/students including those with SEND; those of high ability; those with EAL and be able to use and evaluate different teaching approaches to engage and support them	Use current research to ensure that they have a clear understanding of the needs of all groups of pupils/students.	Be engaged in evidence-based research across the school/UTC or Trust. This will support the understanding of how different pedagogy approaches support the accelerated progress of different groups of pupil/students.	Demonstrate best practice in effective use of a range of different teaching approaches to engage and support the progress of groups of pupils/students.	Lead and share best practice across the school/UTC and Trust. Support colleagues as appropriate to enable them to use different teaching approaches to engage and support all pupils/students

KILL AREA	M1 – M2a	M3 – M4a	M5 – M6a	UPS 1-5	TLR/Leadership
6. Make accurate and productive use of assessment	ALL: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
	With significant support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil/student progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils/students regular feedback orally and through accurate marking and encourage pupils/students to respond to feedback.	Gain greater skill in use and manipulation of data to support more specific groups. Use national assessment data for comparison and school/UTC data to benchmark and assess progress	Understand and utilise whole school/UTC data to ensure impact on teaching and learning. Assess pupils/students against other success measures – key skills, employability	Monitor progress in curriculum areas and year groups. Use and have an awareness of ASP, FFT and school data to impact on teaching and learning of specific groups across the school/UTC. Use FFT, ALPS and OTrack data to impact on teaching and learning.	Establish, review and improve systems for best practice assessment across the school/UTC to support colleagues as required to enable them to make use of formative and summative assessment to secure outstanding progress.
7. Manage behaviour effectively to ensure a good and safe learning environment	<p>ALL – Have clear rules and routines for behaviour in classrooms and take responsibility for promoting the school's/UTC's non-negotiables</p> <p>ALL – Consistently role model the Brighter Futures and schools/UTC's core values throughout your professional life. ALL-Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly. Know and deploy effective behaviour strategies which support effective learning</p> <p>ALL-Manage classes effectively, using approaches which are appropriate to pupils'/students' needs in order to involve and motivate them.</p> <p>ALL – Maintain good relationships with pupils/students exercise appropriate authority and act decisively when necessary, using the school's/UTC's behaviour policy consistently</p>				

<p>8. Fulfil wider professional responsibilities</p>	<p>ALL – Make a positive contribution to the wider life and ethos of the school/UTC/Trust</p> <p>ALL – Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>ALL – Deploy support staff effectively.</p> <p>ALL – Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>ALL – Have a professional interest in the most recent research evidence and use this to inform classroom practice.</p> <p>ALL – Communicate effectively with parents with regard to pupils'/students' achievements and well-being.</p>
<p>PART 2 – Personal & Professional Conduct</p>	<p>ALL – Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour,</p> <ul style="list-style-type: none"> ● within and outside of school/UTC by: treating pupils/students 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'/students' 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'/students' vulnerability or might lead them to break the law.

Appendix C – Procedure for Conducting National Teachers Standards Assessment

- C1 The aim of the annual assessment 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 assessments 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:
- Time in staff meeting will be provided for teachers to conduct a self-assessment 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 senior leadership team member will complete the assessment 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 assessment 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 30 to 45 minute Professional Dialogue meeting at a mutually convenient time. This will be in directed time. The aim of the meeting will be to assess the standards which the teacher’s professional development will be based on in the next appraisal cycle. Where the initial assessment (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 they would like to focus on as professional development.
 - A teacher dissatisfied with the head teacher’s decision will have the right of appeal to governors under existing procedures.