



THOMAS ALLEYNE'S HIGH SCHOOL

# Performance Management Policy for Teaching Staff

## November 2021

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Learning and Standards November 2021	
Date of next review	September 2022

# Performance Management Policy

The policy applies to the head teacher and to all teachers (and unqualified teachers) employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. Early Career Framework Teachers in Year 1) and those who are the subject of capability procedures.

This policy relates to the pay policy and should be read in conjunction with the pay policy.

## ***Purpose***

1. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

2. This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

## ***Links to school improvement, school self evaluation and school development planning***

3. To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

4. Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

5. All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

## **Consistency of Treatment and Fairness**

6. The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

7. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

## ***Quality assurance***

8. The head teacher has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

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

- comply with the school's performance management policy, the regulations and the requirements of equality legislation

9. The Governing Body will: nominate three governors who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

### **Objective Setting**

10. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school. The objectives set for each employee will be **Specific, Measurable, Achievable, Realistic and Time-bound** and will be appropriate to the person's role and level of experience, having at least one quantitative objective for student performance, and having an explicit leadership objective for those with TLR (or equivalent) positions.

11. The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

12. In this school

- all teachers, including the head teacher, will have 3 objectives. Objectives set which must refer to the area of the SIP or DIP an objective relates to. CPD should arise as part of objectives set rather than be a separate target.
- all teachers, including the head teacher, will have a whole school objective that is data driven
- all teachers, including the head teacher, will have a team objective, as appropriate, e.g. TLR holders will have leadership objectives
- UPS objectives – To move to the upper pay scale, a teacher must have had two consecutive successful appraisal reports ie he/she has been judged as 'effective' and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. In addition, the teacher will need to have been paid at point 6 of the main scale for at least one year – see Annex 4 for UPS standards and exemplar objective

13. Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle and support whole school improvement priorities. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

### ***Reviewing Progress***

14. At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. An interim review of progress will be conducted in the second half of the spring term.

15. The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

16. Temporary staff have an entitlement to performance management where they employed for 1 term or more (this is for full time or part time employees). These staff will have appropriate objectives set for their period of employment.

### ***Appeals***

16. At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. An appeal against the final contents of performance management must be made in writing to the Headteacher and lodged within 10 working days of receipt of the final performance management report or the letter confirming the outcome of the meeting under the transition to capability meeting. The appeal letter must set out the grounds of the appeal in detail. The Appeal Meeting will normally be held within 20 working days of your appeal letter being received by the Headteacher. The person conducting the appeal meeting (the Appeal Manager) will normally be the Headteacher unless they have participated in the appraisal review which is being appealed, in which case the Appeal Manager may be the CEO. The employee may be accompanied to the meeting by a companion.

17. The Appeal Manager will confirm the outcome of the Appeal Meeting in writing to the employee within 5 working days of the date of the Appeal Meeting. The decision of the Appeal Manager is final and there will be no further right of appeal. The outcomes of the Appeal Meeting are that: (a) the Appeal Manager may uphold the entries made in the performance management review and/or the outcome of the transition to capability meeting or (b) the Appeal Manager may uphold the employee's appeal and overturn the decision of the Reviewer. Where such appeal relates in whole or in part to entries in the performance management review, the disputed entries shall be referred back to the

Reviewer for reconsideration. Where an appeal is against entries in the review and the outcome of a transition to capability meeting, the appeals will be heard together

### ***Confidentiality***

18. The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access. The deputy headteacher with responsibility for performance management as delegated by the headteacher, and the headteacher will also have access to reports in relation to performance management. All information will be treated by all parties sensitively and confidentially. This is needed to provide evidence for pay review recommendations to the governing body.

### ***Training and Support***

19. The school's CPD programme will be informed by the training and development needs identified in planning and review meetings.

20. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

21. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

### ***Appointment of Reviewers for the Head Teacher***

22. In this school the Governing Body is the reviewer for the headteacher/head of school and Executive Headteacher, and to discharge this responsibility on its behalf it will appoint 3 governors.

23. Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

24. The CEO of the MAT board chairs Headteacher PM meetings. The CEO of the MAT decides on pay progression decisions of the Headteacher advised by the Local Governing Body.

### ***Appointment of Reviewers for Teachers***

25. In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that:

- The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.
- With the exception of those teachers on the leadership scale, the maximum number of reviews that any line manager will be expected to undertake per cycle is 5.
- In large departments the role of performance reviewer may be delegated further by the Head of Department to those holding TLRs who will act as line managers for their reviewees in respect of performance management

26. Where a teacher has more than one line manager, the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

27. Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

28. Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

29. A performance management cycle will not begin again in the event of the reviewer being changed.

30. All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

### ***The Performance Management Cycle***

31. The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

32. The performance management cycle in this school, therefore, will run from 1<sup>st</sup> September in one academic year to 31<sup>st</sup> October in the next – this facilitates objective setting, actions and then annual review with submission to the Headteacher with recommendations to present to governors in November of the cycle.

33. 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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract. Please see 17. of this policy.

34. Where a teacher starts their employment at the school part-way through a cycle, the head teacher (or delegated to deputy headteacher) or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first

cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

35. Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

### ***Monitoring and Evaluation***

36. The governing body will monitor the operation and outcomes of performance management arrangements.

37. 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 which would enable any individual to be identified. The report will include:

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

38. The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

39. The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

### ***Review of the Policy***

40. The Governing Body will review the performance management policy every school year at its learning and standards committee meeting.

41. The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

42. The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

43. To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school. The named person for responsibility for overall new staff induction is Karen Goodwin, Assistant Headteacher.

### ***Access to documentation***

44. Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office. Objectives set must make reference to the area of the SIP or DIP an objective relates to. CPD should arise as part of objectives set rather than be a separate target.



An employee is entitled to have access by arrangement to their personnel file and to request the deletion of time-expired records in line with the provisions of the General Data Protection Regulation (GDPR).

### ***Classroom observations***

45. The School Teacher's Pay and Conditions Document requires head teachers to put into place arrangements for the evaluation of standards of teaching and learning. This is a statutory requirement.

46. The new performance management regulations require head teachers to ensure that classroom observation arrangements established by a classroom observation protocol are in place. This is also a statutory requirement.

47. Classroom observations for the purpose of performance management should not exceed 3 hours within each performance management cycle. Whilst this is not a statutory condition, it is recognised by the school as a recommendation made by school teachers' unions. The school may observe teachers more often where they are a) Early Career Teachers in Year 1 (half-termly) or are on a support plan that identifies classroom practice (as recognised by the relevant Teachers' Standards 2012) as an area of concern.

48. Performance management observations carried out by someone other than an individual's performance management reviewer can count as performance management observations. Staff will have one graded observation at the start of the cycle and the second observation will review progress towards action points and forms a qualitative, supportive process to develop teaching and learning and help develop future objectives.

49. Observations initiated by OFSTED and the LEA will be additional to the three-hour maximum per performance management cycle. These observations will not be included in performance management. Observations as part of school improvement work, e.g. by SLEs, will also not contribute towards performance management. The latter may form evidence towards teacher improvement plans. These could, in practice, form evidence that contributes towards capability, but would not be looked at in isolation.

50. At the planning and review meeting the reviewee and reviewer should agree on the extent and pattern of classroom observations to be used for performance management purposes. Please see point 47.

51. All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

52. It is reasonable to establish a consistent approach to the way in which pupils' work is marked so that students feel valued and have a clear understanding of how well they are doing, and what the next steps are in their learning. Regular marking will enhance learning by helping pupils to improve their work and will inform teacher planning and assessment. It will also help parents to understand their child's strengths and areas that need to be developed. Work scrutiny is an important process in monitoring the quality of provision and Teachers' Standards 2012. Work scrutiny is a tool to ensure

that the standards of teaching, learning and assessment across the school lead to improved outcomes for students. All members of the school community must ensure that AfL underpins the process of learning and motivates students in order to enhance their achievement. Work scrutiny will be completed by Heads of Department and the senior management team and recorded in SchoolIP or in line management minutes. Books will be identified according to emerging priorities in school e.g. pupil premium, boys etc. Work scrutiny will have one of 2 foci, or both: compliance to policy and quality.

53. Work scrutiny will also support performance management, as the totality of a teacher's performance (against objectives and the Teachers' Standards 2012) is looked at in a review. Work scrutiny, observations of teaching and performance data form a triangulation which enables us to make a judgment about the quality of teaching and learning across the school. Professional development will be provided by the deputy headteacher to ensure consistency and joint work scrutiny will be completed to develop quality assurance.

54. The frequency of work scrutiny will be calendared from September 2019 and will be completed in subject line management as a regular agenda item. Feedback to staff will follow lesson observation feedback guidance. The proformas for works scrutiny or line management minutes should be used in all cases and feedback should be provided on all areas within. Where the quality of feedback is not judged to be sufficient a suitable support plan will be put in place.

#### 55. Senior leaders

- Determine the frequency and focus of work scrutiny, based on a secure knowledge of strengths and weaknesses
- Ensure that subject leaders have the resources, knowledge and skills required to conduct work scrutiny
- Provide feedback to faculties following the work scrutiny
- Include key areas identified for improvement in school or subject action plans, with "measurable milestones" e.g. Literacy, SWANS use and quality, boys achievement and attitudes to learning
- Evaluate progress against these milestones, leading to a review of the impact and reporting back to relevant staff with plans for next actions
- Evaluate work scrutiny by triangulating it with other measures of pupils' progress, such as tracking data and pupil feedback

#### 56. Subject Leaders

- Inform staff about the focus of the work scrutiny, and the dates for monitoring and giving feedback and collate samples
- Provide feedback to individual staff and to the SLT
- Plan support or coaching for individuals or groups of teachers, as appropriate
- Evaluate the impact of these actions using the next work scrutiny, triangulated with pupils' progress tracking data and pupil feedback

57. Three key points are looked at in a work scrutiny:

- Whether marking, assessment and testing are carried out in line with the school's policy and whether they are used effectively to help teachers improve pupils' learning
- The level of challenge provided, and whether pupils have to grapple appropriately with content
- Pupils' effort and success in completing their work and the progress they make over time

58. Sampling - To provide a fair and standardised approach, marking and feedback will be monitored through learning walks, at line management meetings and calendared scrutinies. These will be conducted by Heads of subject and the senior leadership team. Teachers will not be judged in the lesson; the focus will be on feedback. Key students/ groups may be identified or faculties/ departments depending on the focus. Each member of staff should have at least two groups in two different key stages for a fair sample.

## **Annex 1 - Classroom Observation Protocol**

1. The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- be mindful of staff well-being and their entitlement to being performance managed;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

2. The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Please see points 46 and 47 of this policy.

3. In this school 'proportionate to need' will be determined by a discussion at the planning and review meeting, the individual's objectives and where the member of staff is full time or part time. Please see points 17 and 32 of this policy.

4. The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

5. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations. Please see points 46 and 47 of this policy.

6. Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

7. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. All staff must provide the seating plan to the observer using Class Charts or planning for progress sheets and a brief lesson plan using the suggested proforma in Annex 2 (staff can opt to produce a plan in a different format).

8. Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

9. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

10. Written feedback in SchooliP will be provided within five working days of the observation taking place. Written feedback will reflect oral feedback given. The feedback should be evidence based on what was seen in the classroom and how the students made progress as a consequence of the teacher's planning, teaching and assessment. It should be constructive and provide areas to develop. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

11. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

12. A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning, and monitor implementation of the SIP and DIPs.

13. Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed. As this school is a large school, drop ins will be undertaken by the head teacher supported by members of the leadership group, Heads of House and Heads of Department. Training will be provided to ensure consistency in the quality of judgement and write-up. This will be provided by the deputy headteacher / headteacher. Joint drop ins will be part of the professional development and quality assurance of the leadership team.

14. Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

## Annex 2 – Lesson Observation Proforma\*

*\*optional for staff use as an alternative planning sheet can be used if decided by the observee*

**Teacher:**

Date:

Class:

<b>Class information:</b> Number in class: Number of girls: Number of boys:	Please attach a print out of the class charts seating plan with class information on (PP, SEN etc as well as TG and last grade)
<b>Previous development points from last observation</b> (please see SchoolIP)	
<b>Topic / place in SOL</b> Please be brief e.g. P7 electromagnets	
<b>Success Criteria*</b> (please paste in form your PPT <b>or</b> attach your PPT/lesson resources with this on)	<i>*Only add these if they are not evident on copies of resources provided to the observer:</i>
<b>Other relevant information for the observer</b> e.g. observer to wear goggles please as practical will be in progress	<i>**complete this only if necessary</i>

## **Annex 3 – Work Scrutiny Protocol**

1. The Governing Body is committed to ensuring that work scrutiny is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- be mindful of staff well-being and their entitlement to being performance managed;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

2. Information gathered during the work scrutiny will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

3. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, work scrutinies may be arranged in addition to those of other members of a department to monitor the Teachers' Standards 2012 and adherence to school policies.

4. Work scrutiny will only be undertaken by persons with QTS. In addition, in this school work scrutiny will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake work scrutiny and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

9. Oral feedback will be given as soon as possible after the scrutiny by the Head of subject, and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

10. Written feedback will be provided within five working days of the scrutiny taken place where recorded in SchoolIP or on a teacher's improvement plan. Written feedback will reflect oral feedback given. The feedback should be evidence based on what was seen in the books and how the students made progress as a consequence of the teacher's planning, teaching and assessment. It should be constructive and provide areas to develop. If issues emerged from a work scrutiny, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

11. The written record of feedback on SchoolIP also includes the date on which the scrutiny took place, the class and focus. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

12. A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning, and monitor implementation of the SIP and DIPs. Work scrutiny will form part

of drop ins. In this school, the Headteacher can delegate this role and as such all members of SLT and LM can complete learning walks and work scrutinies.



## Annex 4 – Upper Pay Scale Objectives

Progression from UPS1 to 2 and 3 is not automatic. Teachers need to show, through successful performance management that they meet the characteristics as outlined. SLT will discuss UPS objectives with UPS staff.

UPS Standard	Descriptor	Suitable Objectives <i>(this is an exemplar list, not a definitive list)</i>
<p><b>UPS 1 – ‘sustained’</b> The teacher must have had two consecutive successful appraisal reports i.e. he/she has been judged as ‘effective’ and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. In addition, the teacher will need to have been paid at point 6 of the main scale for at least one year. They meet the Teachers’ Standards 2012.</p>	<p><b>Professional Practice:</b> All teaching is good and some outstanding. The teacher contributes at a strategic level to policy initiatives.</p> <p><b>Professional Outcomes:</b> Almost all pupils achieve in line with school (or departmental) expectations. Some pupils exceed them. Interventions are routinely in place. Students make rapid progress as a consequence of intervention.</p> <p><b>Professional Relationships:</b> Plays a proactive role in building working relationships and teams to improve provision and outcomes.</p> <p><b>Professional Development:</b> The teacher continues to drive own professional development needs and responds timely to advice and feedback. The teacher contributes more broadly to the life of the school – this has been maintained over a period of time. Plays a proactive role in leading professional development in teams. This includes sharing good practice through INSET, staff briefings/meetings, mentoring and coaching.</p>	<ol style="list-style-type: none"> <li>1. <i>Write a scheme of learning for the new GCSE/A level unit X to contain explicit actionable success criteria, with clearly designed learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and success criteria, and the needs of learners, and which integrate recent developments, including those relating to subject/curriculum knowledge and findings of 3-way meetings. Resources are developed to support delivery of the SOL.</i></li> <li>2. <i>Mentor a student teacher so that they successfully gain grade 2 or above in their teaching practice.</i></li> <li>3. <i>Coach a colleague as part of coaching triads, using the success for all model.</i></li> <li>4. <i>To support and develop X other teaching staff to make clear progress in the quality of their teaching, ensuring it is at least good.</i></li> <li>5. <i>Actively participate in the behaviour for learning staff working group, co-developing new policy and practice that is then implemented school-wide. Disseminate findings from this group to the wider staff and pro-actively support</i></li> </ol>

		<p><i>implementation.</i></p> <p>6. <i>To run the student council and ensure feedback to SLT takes place, and appropriate actions are implemented and these are fed back to council and all forms.</i></p>
<p><b>UPS2 - ‘Substantial’</b>  The teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. They meet the Teachers’ Standards 2012.</p>	<p><b>Professional Practice:</b> All teaching is good and much is outstanding. The teacher contributes at a strategic level to policy initiatives.</p> <p><b>Professional Outcomes:</b> Almost all pupils achieve in line with school (or departmental expectations). Many pupils exceed them. The teacher makes a distinctive contribution to the raising of pupil standards. Interventions are routinely in place where there is underperformance. Students make rapid progress as a consequence of intervention.</p> <p><b>Professional Relationships:</b> Plays a proactive role in building teams to improve provision and outcomes. The teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice. Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p><b>Professional Development:</b> The teacher continues to drive own professional development needs and responds timely to advice and feedback. Plays a proactive role in leading the professional development in relevant staff teams. The teacher contributes more broadly to the life of the school. This</p>	<p><b>As above and:</b></p> <ol style="list-style-type: none"> <li>1. <i>Plan and deliver CPD for the Teaching School that actively encourages the leadership development of others – to deliver the Emergent Leaders’ Programmes in paired facilitation.</i></li> <li>2. <i>To plan and monitor the delivery of accelerated reader, with participating students reading ages tracked, showing an average improvement of 3 months. The team delivering is well supported and training needs are met.</i></li> <li>3. <i>To proactively lead the health and well-being working group. Health and well-being team is well led and the award is achieved in school.</i></li> <li>4. <i>To lead the DofE programme, collaborating with the wider network and colleagues in school to maintain high standards and number participating above 50.</i></li> <li>5. <i>To liaise with and organise the Brilliant Club to support Y9 PP G&amp;T students, with all participants graduating from the programme.</i></li> </ol>

	<p>contribution has been maintained over a period of time. This includes sharing good practice through INSET, staff briefings/meetings, mentoring and coaching.</p>	
<p><b>UPS 3 – ‘Highly competent in all elements of the relevant standards’</b>  They meet the Teachers’ Standards 2012. The teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.</p>	<p><b>Professional Practice:</b> All teaching is good and much outstanding. The teacher’s practice is secure, well – informed and consistently good or outstanding in all Professional Standards.</p> <p><b>Professional Outcomes:</b> Almost all pupils achieve in line with school (or departmental) expectations. Many pupils exceed them. They are not distracted from the vision of outstanding teaching and learning. Interventions are routinely in place where there is underperformance. Students make rapid progress as a consequence of intervention.</p> <p><b>Professional Relationships:</b> Plays a proactive role in building school – and wider teams to improve provision and outcomes. There is a relentless focus on standards within the context in which they are working. Actively promotes collaboration. Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture.</p> <p><b>Professional Development:</b> The teacher continues to drive own professional development needs and responds timely to advice and feedback. Plays a proactive role in leading the professional development of colleagues across the school and wider (e.g. MAT and Teaching School). This includes sharing good practice through INSET, staff</p>	<ol style="list-style-type: none"> <li>1. <i>To develop a whole school SRE policy in collaboration with pastoral colleagues and plan delivery to align with the RESPECT programme, to include planning for whole school pupil first aid training (use of defibrillators, and CPR, to meet the requirement for 2019-20 academic year.</i></li> <li>2. <i>To lead whole school G&amp;T strategy, developing a policy for identification and a programme of at least 3 extra-curricular opportunities per year group that are fully evaluated for impact.</i></li> <li>3. <i>To set-up the parent council collaboratively with the Deputy Head and ensure a programme of meetings throughout the academic year to promote communication with parents, support whole school developments and practice. To review policies (e.g. anti-bullying, behaviour, reports, communication and the home school agreement). To present findings to SLT and feedback actions as a result to the council and Round Up.</i></li> <li>4. <i>To attend and lead (on rotation) local subject networks, disseminating best practice to departmental colleagues and ensuring this is actioned.</i></li> </ol>

	briefings, mentoring and coaching. They demonstrate effective practice, providing advice and feedback.	
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**Reference:** <https://www.rbkc.gov.uk/pdf/Post%20threshold%20standards.pdf>

*Post-threshold teachers (1) Professional attributes Frameworks P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. (2) Professional knowledge and understanding Teaching and learning P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. Assessment and monitoring P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs. Subjects and curriculum P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them. Health and well-being P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. (3) Professional skills Planning P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. Teaching P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. Team working and collaboration P9. Promote collaboration and work effectively as a team member. P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.*

<https://www.gov.uk/government/publications/teachers-standards>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665522/Teachers\\_standard\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf)

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