



APPRAISAL AND CAPABILITY POLICY

DUNCOMBE PRIMARY SCHOOL

Issue 1: 01/09/2012

Based on the DfE Model Policy for Schools, replacing the Performance Management Policy.

Last Review: May 2016

Next Review: May 2018

Contents

1. Introduction

- Purpose
- Application of the Policy

2. Part A: Appraisal

- The Appraisal Period
- Appointing of Appraisers
- Setting Objectives
- Reviewing performance
 - o Observation
 - o Development and Support
 - o Feedback
 - o Transition to Capability
- Annual Assessment

3. Part B: Capability Procedure

- Formal Capability meeting
- Monitoring and Review period following a formal capability meeting
- Formal review meeting
- Decision meeting
- Decision to Dismiss
- Dismissal
- Appeal

4. General principles underlying this policy

Introduction

Purpose

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

Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to Part B of the policy. The policy also applies to teaching assistants and school administrators.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the head teacher) and staff about whose performance there are serious concerns that the appraisal process has been unable to address.

Part A – Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop as teachers, teaching assistants (including SEN assistants and Nursery Nurses) and school administrators.

The appraisal period

The appraisal period will run for twelve months from 1st August to 31st July for teachers and teaching assistants. The period for administrative staff may begin at a time deemed appropriate to the Senior Office Administrator and will run for twelve months.

Annex 1 of this policy sets out the appraisal process for teaching staff in this school.

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.

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

Appointing appraisers

The headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

The head teacher will decide who will appraise other teachers, teaching assistants and administrative staff.

Setting objectives

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

Objectives for each teacher, teaching assistant and administrator will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the staff member's role and level of experience. Annex 2 of this policy clarifies the expectations for teachers at different career stages for each of the teaching standards. The appraiser and staff member 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 will, if achieved, contribute to improving the school's educational provision and performance and improving the education of pupils at Duncombe Primary.

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion, in accordance with the most recent guidance issued by SLT.

In this school teachers' and teaching assistants' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher or teaching assistant and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may conduct "learning walks" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "learning walks" will vary 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 for all staff. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers, teaching assistants and administrators.

Feedback

Staff 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.

Where there are concerns about any aspects of the performance the appraiser will meet the member of staff formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress, allowing sufficient time for improvement. (The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

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

Transition to capability

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

Annual assessment

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

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 July (31 September for the head teacher). 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 professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);

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

Assessment of appraisal for teaching assistants and administrative staff will be communicated in a final meeting using school proformas. Assessment will be against the objectives set at the beginning of the appraisal period, including any revisions agreed in interim meetings, and staff will have the opportunity to comment in writing upon their performance and the support they were given. This assessment will inform the planning process for the following appraisal period.

Part B – Capability Procedure

This procedure applies only to teachers or head teachers, teaching assistants or administrators about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the member of staff to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for head teacher capability meetings) or head teacher. The meeting allows the member of staff, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting if

they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, (for example which of the standards expected of teachers are not being met);
- give clear guidance on the improved standard of performance needed to ensure that the member of staff can be removed from formal capability procedures, including the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made;
- explain any support that will be available to help improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks.

and

- warn the member of staff formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the member of staff will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the member of staff has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the member of staff will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The member of staff will be invited to a decision meeting.

Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the member of staff should be dismissed or required to cease working at the school.

Before the decision to dismiss is made, the school will consult the human resource advisor (currently EPM).

The member of staff will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to dismiss

The power to decide that members of staff should no longer work at this school rests with the Governing Body.

Dismissal

Once the Governing Body has decided that the member of staff should no longer work at the school, it will notify the Local Authority of its decision and the reasons for it. Where teachers work solely at this school, the Local Authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school.

Appeal

If a member of staff feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal.

Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the member of staff.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The member of staff will be informed in writing of the results of the appeal hearing as soon as possible.

General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher will also need to be aware of any pay recommendations that have been made.

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

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

"Member of staff" refers to all employees of the school.

"Teaching assistant" includes Special Needs Assistants and Nursery Nurses.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the

school's absence policy and will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Annex 1: Duncombe Primary Teacher Appraisal Process

Three 'big picture' observations to take place over the year. Each teacher will be assigned a lead appraiser for that year, who will be accompanied by a second appraiser from the SMT or SLT to quality assure judgements and provide further support. The second appraiser may or may not be the same colleague each time. A rotation of colleagues as second appraiser, to moderate and ensure objectivity, is recommended.

Autumn Term

In the interest of objectivity, all appraisal meetings and observations will be conducted by two appraisers. First appraisal observations take place, to include where appropriate:

- Planning scrutiny
- Work scrutiny
- Use of data for grouping/target setting
- Learning environment check
- Pupil interviews
- Lesson observation
- Self assessment
- Subject leader action plan check

'Good' or 'outstanding'

Below 'good'

End of previous year cycle (from 2014):

HT to meet with governors' pay review committee (see model pay policy with guidance on setting up a review committee) to recommend any pay progression, including UP applications. Review committee to make final decisions on pay based on evidence provided and HT's recommendations. All teachers to receive a written statement setting out their salary and any other financial benefits to which they are entitled by no later than 31st October with any pay rise backdated to 1st September.

Appeals

Initial appraisal meetings will consist of:

- Review of previous year's appraisal
- Formal feedback on the range of evidence gathered (the 'big picture').
- A review of SL action planning.
- Target setting

Should the observation grading be less than 'good', either because of unusual circumstances or where the evidence shows that the teacher generally performs well, then they will be given the chance to be re-observed within seven days. If the follow-up observation does not show any improvement then that teacher will be given a formal support plan. This is not formal capability, but the step beforehand. (see Appraisal and Capability Policy for further information on this process).

Any teachers wishing to appeal against decisions made by the review committee must notify the Clerk to Governors in writing of the appeal and the reasons for it, within five days of the receipt of their salary statement. The appeal will be heard by the review appeals committee. No governor who was a member of the review committee may be a member of the review appeals committee. No staff governors may be members of either the review or review appeals committees.

Moderation of targets by SLT

If support is successful

Support UN-successful

Appraisal documents sent to SLT and Pay Review Committee for moderation and review. SLT and PRC will also decide on how challenging these objectives are and what the appropriate level of pay progression would be if that teacher were to achieve their targets, with possible suggestions of more challenging targets if appropriate.

Targets agreed and signed

CAPABILITY Proceedings

Appraisers begin personalised CPD programme for teachers, including follow-up reciprocal teaching (team teaching, modelling or combination of both) focusing on anything that arises from first observation to ensure adequate training and support is given. This is alongside the school programme of planning surgeries, coaching, moderation and other INSET. Any observation at this time can be kept for evidence, or not, as the teacher wishes because they are developmental rather than a monitoring exercise. Teachers must request this written evidence at the time of the event. Feedback will not be provided retrospectively.

Spring Term

Mid-point appraisal meetings and observations to take place. Teaching CPD to take place in the form of either observation or lesson study, as appropriate. During the meetings teachers will be asked to comment on the support they have been offered. Appraisers to determine whether the teachers are being given every opportunity to achieve

Teacher making good progress

Teacher NOT making progress

Appraisers must inform the teacher, both verbally and in writing, that the level of progress being made must improve or they are in danger of failing their appraisal. They must then devise a support plan together and regular meetings to review progress. A realistic timescale must be set for improvement (anything between 6-12 weeks).

If support is successful

Support UNSUCCESSFUL

Continue with personalised and whole-school CPD programme.

CAPABILITY Proceedings

Summer Term

Observations to follow the format as in the autumn term. Final review meetings to take place. Teachers to bring evidence for each appraisal target, each standard and a review of their achievements that year. Teachers must comment on the level of support that they have received that year. Two appraisers will be present to quality assure judgements and make their recommendation for pay progression and grading.

Standards met and appraisal passed

Standards met but appraisal not passed

Standards not met

Recommendation made to the HT regarding pay progression. HT will meet with the governors' pay review committee and final decisions will be made by them and sent to teachers in writing, no later than 31st October with any pay rise backdated to 1st September. If the teacher is leaving the school it will be up to their new school to make any decisions about pay, but they will have a sufficiently broad evidence base and successful final report to take with them.

No pay progression and support plan put in place for return to school in September.

Annex 2: Teacher Career Stage Expectations				
Teacher Std	QTS Min (Main pay range 1 – 5)	Band 2 Min (Main pay range 6 - 11)	Band 3 Min (Upper pay range 1 - 3)	Band 4 (Upper pay range 4 & 5)
Set high expectations which inspire, motivate and challenge	They understand and apply a good knowledge of learners to support and motivate them to learn. They have improving practice; setting consistently high expectations of students. They expect all learners to have positive attitudes and behaviours for their learning.	They have a well-developed knowledge of learners and use this effectively to motivate learners. They set high expectations of all students and create a supportive and challenging learning environment. Their practice is well developed in all areas.	Has excellent knowledge of learners and sets consistently high expectations that motivate all to learn and achieve well. They model this to other teachers within their team and across the school and support/coach them to set similar expectations. Learners are involved in adopting a wide range of positive attitudes and behaviour to learning. They create a positive culture and support others to do so	High expectations inspire all groups of students to achieve above expectation. They lead on this with teams and individuals to embed best practice. They evaluate the impact of this work and use this to ensure appropriate professional learning is in place for all. Learners are inspired and have very positive expectations of themselves and others. They help to embed this positive culture across the school
Promote good progress and outcomes	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve. They use intervention strategies effectively with learners. Most students progress in line with school expectations.	Aware of all relevant data on learners and use this to set challenging targets with them. Students know what they need to do to improve and, where appropriate, can explain how the teaching and assessment has helped them make progress. They structure lessons to support all students and use intervention strategies effectively with learners so that almost all students progress in line with school expectations	Develops aspirational targets with students and discusses progress with each one so they know what they have to do improve and how to do it. Students are keen to improve and achieve and regularly reflect and set their own targets for improvement. Almost all students progress in line with, and many exceed, school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers.	Develops aspirational targets with students individually and discusses progress with each one so they know precisely what they have to do improve and ensure they have the necessary skills to do it. Students are clearly keen to improve and achieve and regularly reflect and set their own targets for improvement. Significant numbers of students exceed school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers. They can support others in the effective use of data and intervention strategies.
Demonstrate good subject and curriculum knowledge	They have secure subject knowledge across at least two key stages and are flexible in their teaching strategies. They promote high standards of literacy and numeracy and introduce opportunities for SMSC.	They demonstrate excellent subject knowledge across the range of key stages taught in the subject area. Their teaching strategies demonstrate creativity and they play an active role in creating and sharing schemes of work. They promote and secure high standards of literacy and numeracy and develop opportunities for SMSC in their lessons.	They have excellent subject knowledge which is used constantly in promoting learning. They write and update schemes of work and lead aspects of this within their subject. They promote and secure high standards of literacy and numeracy. They provide students with wider opportunities for learning including SMSC which engage and enthuse them as well as accelerate their skills for learning.	They reflect and evaluate their curriculum, and are involved in networks of practitioners to do this. They ensure that schemes of work are up to date and relevant and include opportunities to support and develop literacy, numeracy and SMSC. They constantly evaluate the impact of planning and teaching strategies on learning in the classroom. They organise and lead others in writing schemes of work. They lead in delivering wider learning opportunities and celebrate and reward learning in teams.
Plan and teach well-structured lessons	All lessons are planned well and are well structured. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation and engagement in the planning and delivery of lessons. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used effectively to consolidate and extend. Teaching is at least good.	All lessons are planned well and take into account the range of students in the group. Students are engaged in the lessons and there is a good pace of learning for all. Lessons have a clear path of learning for all students who know what is expected of them. There is clear differentiation for all students with assessment opportunities to check that the differentiation is being effective. There are good opportunities for students to check their understanding and reflect on their learning. Regular homework is used with great effect to consolidate and extend. Teaching is good with some outstanding aspects.	Lessons are well planned to maximise the understanding and skill development of each student. There are activities planned to accelerate learning and students are involved in their learning. Lessons have good differentiation, assessment opportunities and engaging activities. They support and coach other teachers in planning and lesson delivery. They are innovative in the use of homework to consolidate and extend. Teaching is good with many outstanding aspects.	Lessons are excellently planned to maximise learning and engagement. They are tailored so each student is actively involved, engaged and working above expectations, with appropriate peer work and assessment embedded in the lesson. They support and coach others in planning and lesson delivery and contribute to whole school CPD. They model the use of homework to consolidate and extend. Teaching is never less than good, with the majority of observations graded as outstanding.
Adapt teaching	They are able to show effective	They are able to demonstrate well	Differentiate using a wide variety of	Have shown consistently excellent

Duncombe Primary School – Appraisal and Capability Policy

<p>to respond to strengths and needs of all</p>	<p>differentiation for students from their knowledge of learners and understanding of barriers to learning of certain groups of students e.g. SEN, EAL.</p>	<p>developed techniques for differentiation from their knowledge of learners and understanding of barriers to learning of certain groups. There is clear evidence that this differentiation is effective. They take on board advice from professionals and other colleagues with good effect.</p>	<p>strategies (resources, grouping etc.) which they adapt and shape with good effect on progress. They share these with others to improve practice across their team.</p>	<p>strategies for differentiation (resource, grouping, activity, co-operative learning) which have an extremely positive impact on learning and progress. They work with others to improve their practice through professional learning and have expertise in leading the development of such strategies.</p>
<p>Make accurate and productive use of assessment</p>	<p>They have a secure understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They act on the results of assessment to shape their lesson delivery and future planning. They apply the school's assessment policy diligently. Feedback to students is effective and supports improved achievement. They fully understand national expectations in relation to attainment and achievement.</p>	<p>They have a well-developed understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They act on the results of written and verbal assessment to shape their lesson delivery and planning ensuring that all students make progress. They apply the school's assessment policy diligently. Feedback to students is effective and supports improved achievement. They ensure that students are given opportunities to reflect on their feedback so that students understand how to improve and are able to do so. They fully understand national expectations in relation to attainment and achievement.</p>	<p>They have detailed understanding of assessment, both oral and written and use these to great effect so that each student is clear about their learning. They monitor closely and intervene appropriately where students are underachieving. They act with great effect on the results of their assessment to shape the learning to maximise progress. They apply the school's assessment policy diligently. They also use this assessment to improve their practice and lesson structure to reshape learning where necessary. They share best practice with others and work with middle leaders to identify trends with student groups and set appropriate targets and strategies across the team.</p>	<p>They have excellent understanding of the pedagogy of assessment especially that of oral and written feedback, so each student is clear and acts upon the feedback given to them to improve. They act with great effect on the results of their assessment to shape the learning to maximise progress and can model this to others. They apply the schools assessment policy diligently. They lead aspects of intervention strategies for groups and individual students with their team to narrow any gaps in achievement. They lead professional learning in aspects of assessment so that best practice is embedded.</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<p>They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment. Relationships with students are positive.</p>	<p>They follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that students learn in a safe environment and they create a highly productive and supportive learning environment. Relationships with students are positive.</p>	<p>They have a very positive culture for learning in their lessons, based upon excellent relationships and mutual respect. Students regulate their own and others behaviour so lessons are very supportive of learning. Through this, they are confident practitioners who maximise the participation of each student in learning. They model this throughout the school and provide support for others in their team.</p>	<p>They have excellent relationships, coupled with excellent planning for learning which creates an extremely positive learning environment. Students are keen to learn and so regulate themselves and engage other students in learning. They support staff from across the school in this area as needed. They deliver professional learning for other staff in this aspect.</p>
<p>Fulfil wider responsibilities</p>	<p>They conduct themselves well and are professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and take opportunities to do this well and embed that practice into their own. They reflect on their practice with others and plan improvements. They communicate well with other staff and parents.</p>	<p>They conduct themselves well and are highly professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. They take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and actively seek opportunities to do this and embed that practice into their own. They reflect on their own practice and use this to develop their own professional learning and that of their colleagues. They communicate well with other staff and parents</p>	<p>They model their professionalism effectively to others and support others in their conduct and the school's expectations. They are keen to share practice and improve their own and take full responsibility for their professional learning. They model effective practice and support others to improve through sharing practice, peer observation and coach others in some aspects of teaching. They are members of a wider network and feed this practice to others. They form positive relationships with other staff and parents.</p>	<p>They model professionalism at all times and are recognised as excellent role models. As such they mentor staff from across the school. They carry out all of their duties well and are very visible around the school. They take full responsibility for their own learning and that of others who they are supporting through coaching or mentoring. They are seen as an excellent role model for others and an effective coach or mentor. They use their expertise to develop professional learning for self and others and contribute to staff CPD. They are members of wider networks and use this to improve the teaching of teams and individuals. They have excellent relationships with staff, students and parents.</p>

Professional ethics and conduct	Consistently presents a good professional image to all staff, students, parents and others. Understands and implements all relevant policies, and code of conduct for staff. Communicates well with other staff and models good conduct to students. Punctual to school, classes, duties and meetings
--	---