



# St Joseph's

Roman Catholic High School  
& Sports College

## Appraisal Policy

*Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.*

*Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.*

*We develop our potential, celebrate our talents and go forward together in faith.*

**Approved by Governors:** 19<sup>th</sup> March 2015

**Date for Review:** Autumn Term 2017

**Signed Chair of Governors:** W Charnley

**Signed Headteacher:** R Woods

**Governors Committee:** Finance, Premises & Staffing

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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 aims to support the implementation of the revised appraisal / performance management arrangements set out in The Education (School Teachers' Appraisal) (England) Regulations 2012.

## **Rationale**

The document "*Christ at the Centre*" describes teaching, as a 'work of love' which requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey:

***"The Church looks upon you as co-workers with an important measure of shared responsibility ...To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge...The changing times demand that educators be open to new cultural influences and interpret them for young pupils on the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching ...But your responsibilities make demands on you that go far beyond the need for professional skills and competence...Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest."***

This school recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers in accordance with:

### **The Mission Statement of St. Joseph's:**

***"Our school is a community where Jesus Christ is our role model and His message the guiding principle behind all we do.***

***Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.***

***We develop our potential, celebrate our talents and go forward together in faith".***

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively within the context of the school's ethos. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Arrangements for appraisal should ensure that teachers can be secure in the knowledge that their progress and commitment are acknowledged. Appraisal is a time to celebrate achievement wherever possible, as well as for discerning where there is

scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal as a Catholic school and our belief in the dignity of the individual. The performance framework offers opportunities to ensure justice for teachers and pupils alike. It has the potential for the expression of Christian qualities, such as honesty, self-knowledge, respect for others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

### **Revised arrangements for staff appraisal:**

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

From 1<sup>st</sup> September 2013 the appraisal process will be used to determine pay progression for staff currently on main pay scales and upper pay scale rates. The first pay decisions using this revised process will be 1st September 2014 (the September 2013 process will be used to set objectives which will inform and be assessed for pay purposes in the 2014 cycle.)

As such, this policy should be read in conjunction with the schools pay policy a copy of which is attached.

Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school) and as such the revised Teachers' Standards which were introduced from 1<sup>st</sup> September 2012 should be read in conjunction with this policy.

### **They are summarised as follows:**

The new Teacher Standards are divided into two parts: **'TEACHING'** and **'PERSONAL AND PROFESSIONAL CONDUCT'**

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both parts.

**THE PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Part One: Eight Standards for Teaching:

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

## Part Two: Standards of Personal and Professional Conduct:

A Teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

- *Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.*
- *Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.*
- *Showing tolerance of and respect for the rights of others*
- *Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
- *Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

By statute, all schools must have both an agreed appraisal policy for teachers (including head teachers) and a policy, covering all staff, which deals with lack of capability. Capability issues within this school are managed in accordance with the agreed Teacher Capability Policy, a copy of which is attached.

This Teacher Appraisal Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.

The policy 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 and those undergoing induction (*i.e.* NQTs.) Furthermore, teachers and headteachers who are currently subject to formal capability procedures are not covered within the scope of this policy.

The Education (School Teachers' Appraisal) (England) Regulations 2012 require that the Governing Body shall ensure that the performance of teachers and the head teacher is managed and reviewed in accordance with the regulations and the school's performance management policy. Before establishing or revising the school's performance management policy the Governing Body shall seek to agree the policy with the recognised trade unions, having regard to the results of the consultation with all teachers.

## **Appraisal Procedure**

### **The Appraisal Period**

The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August each year.

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.

Where a teacher starts their employment at the school part-way through a cycle, the headteacher shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher shall determine whether the cycle shall begin again.

### **Appointing appraisers**

The headteacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. Prior to the appointment of the external adviser, the subcommittee of the Governing Body and headteacher should meet to discuss the suitability, skills and expertise of the external adviser who is to be appointed.

The external adviser must be familiar with the particular needs of a Catholic voluntary aided school, for instance the development of the school's ethos. The Governing Body may also consider seeking advice from another external adviser, for instance from the diocese.

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

The headteacher will decide who will appraise other teachers.

All appraisers are expected to explore the alignment of objectives with the school priorities and plans, working at all times in the context of the school's Catholic ethos and aware of the need to ensure that it is developed and maintained.

Where a teacher/headteacher is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, s/he may submit a written request to the headteacher / governing body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the headteacher / governing body, and there is no further right of appeal.

## **Setting objectives**

Objectives should reflect the Catholic identity and mission of the school and the values it proclaims.

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

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period but no later than 31<sup>st</sup> October each year (31<sup>st</sup> December each year for headteachers).. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role, level of experience and pay band.

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 plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by:

- the Headteacher agreeing 'core' objectives with the governing body
- quality assuring all objectives against the School Development Plan.
- supporting individuals Continuing Professional Development (CPD) linked to the School Development Plan
- supporting on-going Pupil Progress

Objectives will contribute to improving the progress, development and well-being of pupils at the school. Pupil progress is to be understood in relation to the Catholic nature of the school and include **spiritual, moral, social and cultural** development of each pupil.

In setting and reviewing objectives for the headteacher and other teachers in a Catholic school, the following principles should be considered:

- justice for all,
- the needs of the whole person,
- respect for the individual and the community and
- the preferential option for the poor.

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. (The most up to date Teachers' Standards are attached at Appendix 1 of this policy.) The headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. ( eg Leadership standards)

Within this school normally no more than **three** objectives will be agreed each cycle.

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

## **Reviewing performance**

### **Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. 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 on-going professional development needs and priorities of individual teachers.

### **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. The school is committed to all observation(s) being carried out in a supportive fashion. . A copy of the School's Observation Protocol is attached here.

In this school teachers' performance will be regularly observed according to the overall needs of both the teacher and the school. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.

Classroom observation will be carried out by those with QTS and suitable experience as decided by the school. In addition to formal observation, headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established

and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. A copy of the Schools Drop In Protocol is attached here.

Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **Pupil Progress and Outcomes**

Pupil progress and outcomes are key indicators in the appraisal process and are 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.

Pupil progress and outcomes will be regularly monitored and assessed in accordance with Teachers Standards 2012 (attached at Appendix 1.)

In addition, student progress, behaviour for learning and assessment to support learning will also be evidenced through a range of QA activities carried out by both middle and senior leaders. Further details are contained within the Teaching, Learning, Assessment and Behaviour Policies.

## **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 (eg. pupil progress information). This will normally occur within 5 working days of the observation taking place, and no later than 10 days after the observation taking place.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally and confirm details of the meeting in writing to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvements are made.

When progress is reviewed, if the appraiser 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 that process.

## **Link to Pay**

From 1st September 2013 (first pay decisions will be made from 1st September 2014) appraisal objectives will be used to inform pay decisions

It is strongly recommended that the schools pay policy is read in conjunction with this policy.

## **Transition to capability**

Appraisal within this school will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.

During this assessment period, if an appraiser is not satisfied with the progress being made meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These will follow the school's Moving Forward & Individual Support Programme Procedures. These are informal meetings aimed at improving the teachers performance to the necessary standards, however detailed records of these meetings and any supporting actions will be made.

Where following the on-going informal support process the appraiser is not satisfied with progress, the teacher will be notified in writing that they are required to attend a transitional meeting with the headteacher to further discuss these concerns. The employee should normally be given notice, of at least 48 hours, of this meeting and be advised of their right to be represented. It is the employee's responsibility to arrange representation at the meeting.

The purpose of the transitional meeting is to ensure all parties fully understand the processes which will be followed prior to the commencement of the formal Capability Procedure and that the potential implications following the transition to formal Capability Procedures are fully explained.

A copy of the Governors Capability Policy and Procedure is attached.

## **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, 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 as a minimum every 6 months.

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<sup>st</sup> October (31<sup>st</sup> December for the Headteacher).

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 (*NB – pay recommendations need to be made by 31<sup>st</sup> December for headteachers and by 31<sup>st</sup> October for other teachers*)

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

All appraisal processes for teaching staff will be completed using Bluesky Software technology.

# Teachers' Standards

May 2012

## TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

### INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), <sup>(1)</sup> and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. The new standards will apply to the vast majority of teachers regardless of their career stage. The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (with the exception described in para 4 below). Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.

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

4 From 1st April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status will be able to teach in schools as fully qualified teachers. This change has

been made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Head teachers will have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) will be informed of the standards against which their performance in that appraisal period will be assessed.

- 5 The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.<sup>(2)</sup>
- 6 The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.<sup>(3)</sup>
- 7 Similarly, head teachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards. **Within this school this will be supported by reference to a set of 'Professional skill Level Descriptors' ( see Appendix 2)**

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

<sup>3</sup> <http://www.tda.gov.uk/training-provider/itt/qts-standards-itt-requirements.aspx>

- 8 The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different

elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

- 9 Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in schools.

### **Presentation of the Standards**

- 10 This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.
- 11 The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct.
- 12 In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.
- 13 The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

## **Progression and Professional Development**

- 14 The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

## **Date of introduction of the new standards**

- 15 The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases <sup>(4)</sup> a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.
- 16 NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.

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*(4) For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards. 5*

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- 17 Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.

18 When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.

### **Note on Terminology Used / Glossary**

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice (2001)*, refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty

in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

- **‘Statutory frameworks’** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

## **TEACHERS’ STANDARDS PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **PART ONE: TEACHING**

#### **A teacher must:**

##### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language;

those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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**HEAD TEACHER PERFORMANCE REVIEW**  
**Headteacher Performance Management**

**RECORD OF MEETING WITH APPOINTED GOVERNORS AND HEADTEACHER**

<b>NAME OF SCHOOL</b>	
<b>Name of Headteacher</b>	
<b>Names of appointed governors</b>	
<b>Names of appointed external advisor</b>	
<b>Date of Visit</b>	

**OBJECTIVE SETTING FOR 2012-2013**

**Objective**

**Success criteria**

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- 
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**Monitoring arrangements:**

**Objective**

**Success criteria**

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**Monitoring arrangements:**

**Objective**

**Success criteria**

- 
- 
- 

**Monitoring arrangements:**

**Signature of Reviewee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Setting Objectives

Each member of staff will set 3 Objectives

1. **Catholic Ethos Objective** – linked clearly to pupil outcomes against targets
2. **Pupil Progress Objective** - in line with School Improvement Priorities & Department Priorities
3. **Teaching & Learning Objective** - linked to School Improvement Priorities & Department Priorities.

**All objectives will:**

- a) Be 'SMART-ID' & Include "**so that**" to help focus clear performance criteria. (see below)
- b) Show clear performance criteria explaining what success will 'look like' when the objective is achieved and evidence that will be gathered to demonstrate achievement
- c) Show clear 'action steps' needed to achieve your objective linked to realistic time scales.

<b>S</b>	<b>Specific</b> What is the task to be done? What are the details?
<b>M</b>	<b>Measureable</b> What will be different if the task is completed? What evidence could be used to show if and how well the task has been done?
<b>A</b>	<b>Achievable</b> Is the task possible, is it fair, taking into account you and your current situation? Do you need personal development in order to achieve the task? – if so, is it recorded?
<b>R</b>	<b>Realistic</b> Does the task carry enough weight? How key is this task to the role being appraised?
<b>T</b>	<b>Clear Timescales</b> When should the task be done by? What are the clear points on the timescale?
<b>I</b>	<b>Impact measurement</b> What difference will your objective make? [to department / to pupil outcomes] Include " <b>so that...</b> "
<b>D</b>	<b>Differentiated</b> Should reflect your responsibility within the school and stage in your career

**OBJECTIVE 2 2014-15**

	FULLY MET			PARTIALLY MET			NOT MET		
<b>AGAINST ENTRY</b>	For all Yr 11 pupils 3,4,& 5 levels of progress rates are <u>equal to or greater than</u> those agreed in order to meet department and whole school targets			For all Yr 11 pupils 3,4,& 5 levels of progress rates are <u>in line with</u> those agreed in order to meet department and whole school targets			For all Yr 11 pupils 3,4,& 5 levels of progress rates are <u>less than</u> those agreed in order to meet department and whole school targets		
	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:
<b>AGAINST NATIONAL</b>	3,4,& 5 levels of progress rates are <u>equal to or greater than</u> national			3,4,& 5 levels of progress rates are <u>in line with</u> national			3,4,& 5 levels of progress rates are <u>less than</u> national		
	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:	Agreed 3LP:  Class/Dpt:	Agreed 4LP:  Class/Dpt:	Agreed 5LP:  Class/Dpt:
<b>ATTAINMENT</b>	A/A* and A*-C attainment are <u>equal to or greater than</u> those agreed in order to meet department and whole school targets			A/A* and A*-C attainment are <u>in line with</u> those agreed in order to meet department and whole school targets			A/A* and A*-C attainment are <u>less than</u> those agreed in order to meet department and whole school targets		
	Agreed A/A*:  Class/Dpt:	Agreed A*-C:  Class/Dpt:		Agreed A/A*:  Class/Dpt:	Agreed A*-C:  Class/Dpt:		Agreed A/A*:  Class/Dpt:	Agreed A*-C:  Class/Dpt:	

