



**Twyford**  
**C of E**  
Academies Trust

<b>Document Title</b>	<b>Performance Management Policy (Teaching Staff)</b>
<b>Committee Responsible for Policy</b>	<b>Resources Committee</b>
<b>Review Frequency</b>	<b>Every year</b>
<b>Last Reviewed</b>	<b>September 2017</b>
<b>Next Review Due</b>	<b>September 2018</b>
<b>Policy Author</b>	<b>Director of Finance &amp; Operations</b>

### Assessment of the Impact of a Policy on Equality & Diversity

<b>Policy:</b> Performance Management Policy (Teaching Staff)	
<b>Impact assessed by:</b> R Lane	<b>Date:</b> 19/9/2016
<b>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</b>	
Staff from protected groups get less favourable appraisals for the same performance compared to other staff.	
<b>2. How would this be evidenced?</b>	
By monitoring the outcomes of the performance management process.	
<b>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</b>	
No.	
<b>4. If the answer to 3 is 'Yes', please provide details and evidence.</b>	
<b>5. How might the new policy change this?</b>	
<b>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</b>	
No.	
<b>7. If the answer to 6 is 'Yes', please provide details and evidence.</b>	
<b>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</b>	
PASS	

## **TWYFORD ACADEMIES TRUST POLICY FOR APPRAISING TEACHER PERFORMANCE**

The Directors of Twyford Academies Trust review this policy annually following consultation with the recognised teaching unions.

### **PURPOSE**

This procedure sets out how Twyford Academies Trust will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.

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

### **APPLICATION OF THE APPRAISAL POLICY**

This policy applies to the executive and associate head teacher and to all qualified teachers employed at the trust except those on contracts of less than one term and those undergoing induction (*i.e.*, *NQTs*) or teachers on capability procedures

Appraisal in each 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. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

### **THE APPRAISAL PERIOD**

The appraisal period will run **for 12 months**, normally from September to September

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.

Where a teacher starts their employment at one of the schools part-way through a cycle, the associate head teacher or, in the case where the employee is the associate or executive head teacher, the Directors shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the trust part-way through a cycle, the associate head teacher or, in the case where the employee is the associate or executive head teacher, the Directors shall determine whether the cycle shall begin again and whether to change the appraiser.

## **APPOINTING APPRAISERS**

All appraisers of teachers, other than those appraising head teachers, will be teachers and will be suitably trained.

### **Head Teacher**

The associate head teacher will be appraised by the executive head teacher, a director, the chair of the local governing body supported by a suitably skilled and/or experienced external advisor who has been appointed by the Directors for that purpose. This group will be responsible for the setting of their objectives.

The executive head teacher will be appraised by the Directors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Directors for that purpose. The task of appraising the executive head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Directors.

Where a head teacher is of the opinion that any of the directors appointed by the Trust is unsuitable to act as his/her appraiser, s/he may submit a written request for that director to be replaced, stating the reasons for the request.

### **Teachers**

The choice of appraiser is for the associate head teacher. Where teachers have an objection to the associate head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the associate head teacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the associate head teacher will be absent for the majority of the appraisal cycle, the associate head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the associate head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the associate head teacher is not the appraiser, the associate head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

## SETTING OBJECTIVES

The associate and executive head teacher's objectives will be set by the appraisal sub-group of the directors after consultation with the external adviser and the head teacher.

Objectives 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 appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success. In setting numerical targets the appraiser will refer to the in-school thresholds for 'outstanding', 'good' performance (see appendix 9). Where possible staff will aspire to achieve outstanding outcomes and targets / outcomes will generally be set with this aspiration. Teachers & Middle leaders are responsible for reviewing the prior attainment of their classes in advance of the target setting meeting in order that actions are defined appropriately. This is particularly important in the context in which a member of staff inherits a class with a higher than average number of underachieving students.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher. Staff target setting takes place at the end of September to take into account a thorough review of the performance of students in all teaching groups from the previous year. Staff targets will therefore be set in the context of the Department, year team and whole school development plan which will have been revised in the light of any trends within the results from the previous year. Target setting will also give consideration to the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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. Teachers will be assessed against the appropriate set of standards contained in the document *Teachers' Standards*, published in July 2011 and the 'Trust Quality Standards' agreed 2013 & revised 2014. The head teacher or Board of Directors (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

## **PAY PROGRESSION**

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the relevant teacher standards.

The Board of Directors has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The Board of Directors will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

## **REVIEWING PERFORMANCE**

### **Pupil Progress**

Evaluation of the success of the school relies significantly on an appraisal of the progress made by students in internal and external assessments. A whole school system for target setting is used to ensure students are motivated to achieve outstanding outcomes. The whole school process for reviewing performance of students centres on a student's or cohort's progress against target.

Since targets are set aspirationally, thresholds have been established to judge the performance of subject areas or courses (e.g. at KS3 : 75% or more students hitting target is deemed to be outstanding or if the average progress of the cohort is also greater than a quarter of a grade ) . These thresholds and the target setting mechanism are set out in appendix 9. The same thresholds will be used to review the performance of staff with all staff being expected to achieve good or outstanding progress with their teaching groups.

### **Observation**

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school/academy's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

Our schools will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **Tolerance Thresholds**

The thresholds for judging the performance of Departments, Year teams, or of staff have been set to allow tolerance of unforeseen variables. A member of staff is never therefore never expected to achieve 100% of their students achieving target to meet the school threshold for 'Good' or 'Outstanding' (see appendix 9 below).

Reviewers may also take into account specific circumstances in which the threshold for 'good' has not been met, but it is deemed that very positive progress has been made by a teacher's class or classes (for example in the context of a member of staff who has taken on a group which has underachieved badly in a previous year or start with a large number of students who are only just above a specific baseline). In evaluating progress in such contexts the review will also judge whether the issues were diagnosed at an appropriate point and whether a reasonable level of support has been offered to students or groups within the year.

In the context where more than one of a teachers targets cannot be judged to be good or outstanding and a judgment needs to be reached as to whether the levels achieved are within the

tolerance threshold – the appraisal of the teacher should be referred to the Associate Head or Executive Head.

### **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, through peer observation and through in year review of student progress for example.

Consistent whole school assessment also allows teachers to identify where individual or groups may be performing below expectations and take appropriate action to address this. All teachers will review the progress of student's quarterly using assessment processes which are defined departmentally in line with the school assessment policy. The identification of students who are 'off-track' is a prime trigger to invite additional support for both the student and the teacher. . Professional development will therefore be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's/academy's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Directors will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the Directors about the operation of the appraisal process in the school.

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 training and support will help the school/academy to achieve its priorities; and
- (b) The CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

### **ANNUAL ASSESSMENT**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the executive head teacher and the associate head teachers, the Directors must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. 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 against the relevant standards (detailed in the Performance review document and the teachers professional standards portfolio of evidence) and including the academic performance of students in internal / external examinations
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- A space for the teacher's own comments;
- (Schools/academies to say what else, if anything, their appraisal reports will include).

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

### **SUPPORT FOR TEACHERS EXPERIENCING DIFFICULTIES**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment on and discuss the concerns;
- Give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- In consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured

observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;

- Make clear how progress will be monitored and when it will be reviewed;
- Explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances but will be for a period of 10 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a 'preliminary stage' (see capability procedures) meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

## **Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the executive head teacher or from the Directors of the Trust. Where the associate or executive head teacher has not been recommended for pay progression he/she will be informed by the appropriate director. The executive head teacher will notify any teacher who has not been recommended for pay progression of the date when the directors meet to consider pay recommendations, following which the teacher (and head teacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **GENERAL PRINCIPLES UNDERLYING THIS POLICY**

### **ACAS (advisory, conciliation and arbitration service) Code Of Practice on Disciplinary and Grievance Procedures**

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS *Code of Practice*.

### **Consistency of Treatment and Fairness**

The Board of Directors is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

## **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 normally be referred 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 formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

## **Grievances**

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

## **Confidentiality and Professional Relationships**

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Directors recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the associate and executive head teacher and directors to quality-assure the operation and effectiveness of the appraisal system. The associate/ executive head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The associate/ executive head teacher might also wish to be aware of any pay recommendations that have been made.

## **Monitoring and Evaluation**

The Directors, the executive head teacher and associate head teachers will monitor the operation and effectiveness of the school's appraisal arrangements.

The executive head teacher will provide the directors with a written report on the operation of the trusts appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

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

### **Retention**

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

### **Documents supporting this Policy are as appendices**

Appendix 1 – Teachers’ Standards: Main-scale Teachers

Appendix 2a – Assessment for Progression to Upper Pay Spine

Appendix 2b – Threshold Evidence

Appendix 3 – Planning Statement Pro-forma

Appendix 4 – Organising the Planning Meeting

Appendix 5 – Appeals Process

Appendix 6 – Review Process Checklist

Appendix 7 – Learning Walk Protocol

Appendix 8 – Classroom Observation Protocol

Appendix 9 – Guidance for Performance Reviewers

Appendix 10 – Main-scale Teacher Increment Decision Flowchart



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# TEACHERS' STANDARDS

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Name: - .....

## EVIDENCE PORTFOLIO

The professional review portfolio guidance

The Professional review portfolio has been written using the professional standards which are common to all teachers. Annual self-review is undertaken by all staff in order to support their professional development of staff within the standards expected by the Trust.

The self-review portfolio should be completed by including brief bullet pointed evidence of how the teacher knows they are meeting a particular standard. The portfolio is designed to be owned by the individual teacher and may be added to at any time, it should be brought to the February progress review meeting and will be shared formally with the line manager at the performance review meeting in September and will form the basis of the identification of staff target setting. Actions agreed during the staff target setting process that are subsequently completed may well form the additional material added by the member of staff during the course of the following year.

Examples of core expectations which form part of the expectations of the trust can be found in the 'Trust Quality Assurance' document – however staff may wish to include evidence of where they have developed or added to these basic expectations. The portfolio is designed to be cumulative– e.g. additional bullet points will be added each year under a subheading of that academic year. Whilst it may sometimes be appropriate to use the same statement from one year to the next – staff will none the less be able to use this as a basis to discuss whether there may be a need to refresh their professional practice.

Where staff are not able to provide evidence of sustaining the teacher standards training, support will be offered (this will be recorded on the performance management form). Staff joining a Trust school would automatically be assumed to require initial training/support in all areas in order to understand school systems.

## 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*

## **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.*

**Attendance Record**

**Disciplinary Procedures**

Yes

No

Signature: - .....

Name: - .....

Line Manager's Signature: - .....

Name: - .....

Date: - .....

## Assessment for Progression to Upper Pay Spine (UPS) 20??

### Summary Document for Applicants and SLT Links

#### Progression to and on the Upper Pay Range:

Progression is determined on the basis of the following:

- The applicant is highly competent in all elements of the Teachers' Standards
- The applicant's achievements and contribution to an educational setting (Twyford or a previous institution) are substantial and sustained

#### Extract from Twyford CE Trust Pay Policy (paragraph 18.3)

In Trust schools, this means:

**“Highly competent”**: 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.

**“Substantial”**: 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.

**“Sustained”**: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

#### Application and Assessment for Progression to the Upper Pay Range

Evidence that the applicant has met the criteria for progression to or on the Upper Pay Range will be provided as follows:

- PM Review Statements for the two preceding years
- 2 Lesson observations for each of the two preceding years (four in total)
- Twyford Trust Evidence Portfolio

The evidence need not be lengthy or copious, but should include a brief explanation/evaluation of how it contributes to meeting the criteria for UPS progression. The evidence supplied should relate to the last two to three years (for progression to UPS1), or to the period since the applicant last progressed on the Upper Pay Range (for progression to UPS2 or 3).

Initial assessment of the application will be undertaken by the SLT Line Manager/SLT link for the applicant's Department (or Year Group where the applicant is a Head of Year or Assistant Head of Year). All applications for UPS progression will be moderated at SLT level, and recommendations for UPS progression will be made to the Directors' Pay Committee by the Headteacher. If, at moderation or before, it is felt that additional evidence is required for any of the standards, the SLT assessor will communicate this to the applicant and offer support to provide it.

The timeline for application and award of UPS progression is shown below.

### **Timeline**

**[Date]:** Staff target review

**[Date]:** Deadline for submission of UPS applications and evidence

**[Date]:** Moderation process: discussion and feedback of evidence at SLT; recommendations re progression to next UPS point made to Executive and Associate Headteacher

**[Date]:** Recommendations taken to Directors resources committee

**[Date]:** letters informing of progression to UPS issued to successful applicants.

**THRESHOLD EVIDENCE**  
**20??**

NAME: \_\_\_\_\_ Assessed by: \_\_\_\_\_

Threshold: UPS 1/UPS 2/UPS 3

**Application checklist:**

- Portfolio of evidence:
- Lesson observations:    1            2            3            4
- PM review document Last Year:
- PM review document Latest Year:
- Alternative evidence if applicable (*e.g. teachers joining Twyford in last 1-2 years*):

\_\_\_\_\_

**TEACHERS' STANDARDS EVIDENCE PORTFOLIO**

Please assess the evidence portfolio to evaluate the extent to which the applicant is **highly competent** in all its elements.

**Part 1: TEACHING**

**1. Sets high standards which inspire, motivate and challenge pupils**

**2. Promotes good progress and outcomes by pupils**

- 3. Demonstrates good subject and curriculum knowledge**
  
- 4. Plans and teaches well-structured lessons**
  
- 5. Adapts teaching to respond to the strengths and needs of all pupils**
  
- 6. Makes accurate and productive use of assessment**
  
- 7. Manages behaviour effectively to ensure a good and safe learning environment**
  
- 8. Fulfils wider professional responsibilities**

## **PART 2: PERSONAL AND PROFESSIONAL CONDUCT**

*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.**

Highly competent in all standards? (Yes/no) \_\_\_\_\_

### Contribution to an educational setting

Please assess the evidence submitted to evaluate the extent to which the applicant's contribution has been **substantial** and **sustained**.

Recommendations for future professional development (EBI)

"I have come that you might have life & have it to the full"

*John 10 v10*

Appendix 3



Twyford  
C of E  
Academies Trust

**EXAMPLE:** Twyford professional development and performance cycle for academic year 20??/??

<b>Name</b>	
<b>Department</b>	
<b>Reviewer</b>	

**Target 1**

**September (Start of Year)**  
**Setting objectives and outcomes**

<b>Target 1</b>	
<b>Objective</b>	
<b>Outcome</b>	

<b>Actions to deliver objective</b> e.g. to feedback to department	<b>Evidence of actions completed</b> e.g. minutes of meeting	<b>Completion Date</b>

“I have come that you might have life & have it to the full”

*John 10 v10*



**February (Mid Year)**  
**Progress with Objectives**

Actions already completed	
Evidence of genuine improvement noticed including evidence that you have met or are progressing toward your target.	
Further actions required/actions still to complete	
Support required	
Reviewer's comments	

**September (End of Year)**  
**Final review of objectives**

<b>Reviewee</b>	<ul style="list-style-type: none"> <li>• decide whether you were able to meet this objective</li> <li>• If you were, say how you achieved it.</li> <li>• If you were not, describe the problems you encountered and the steps that need to be taken to overcome them in the future</li> </ul>			
<b>Comments</b>				
<b>Reviewer</b>				
<b>Comments</b>				
<b>Judgement</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improve</b>	<b>Unsatisfactory</b>

“I have come that you might have life & have it to the full”

*John 10 v10*



**Target 2**

**September (Start of Year)**  
**Setting objectives and outcomes**

<b>Target 2</b>	
<b>Objective</b>	
<b>Outcome</b>	

<b>Actions to deliver objective</b> e.g. to feedback to department	<b>Evidence of actions completed</b> e.g. minutes of meeting	<b>Completion Date</b>

“I have come that you might have life & have it to the full”

*John 10 v10*



**February (Mid Year)**  
**Progress with Objectives**

Actions already completed	
Evidence of genuine improvement noticed including evidence that you have met or are progressing toward your target.	
Further actions required/actions still to complete	
Support required	
Reviewer's comments	

**September (End of Year)**  
**Final review of objectives**

<b>Reviewee</b>	<ul style="list-style-type: none"> <li>• decide whether you were able to meet this objective</li> <li>• If you were, say how you achieved it.</li> <li>• If you were not, describe the problems you encountered and the steps that need to be taken to overcome them in the future</li> </ul>			
<b>Comments</b>				
<b>Reviewer</b>				
<b>Comments</b>				
<b>Judgement</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improve</b>	<b>Unsatisfactory</b>

“I have come that you might have life & have it to the full”

*John 10 v10*



**Target 3**

**September (Start of Year)**  
**Setting objectives and outcomes**

<b>Target 3</b>	
<b>Objective</b>	
<b>Outcome</b>	

<b>Actions to deliver objective</b> e.g. to feedback to department	<b>Evidence of actions completed</b> e.g. minutes of meeting	<b>Completion Date</b>

“I have come that you might have life & have it to the full”

*John 10 v10*



**February (Mid Year)**  
**Progress with Objectives**

Actions already completed	
Evidence of genuine improvement noticed including evidence that you have met or are progressing toward your target.	
Further actions required/actions still to complete	
Support required	
Reviewer's comments	

**September (End of Year)**  
**Final review of objectives**

<b>Reviewee</b>	<ul style="list-style-type: none"> <li>• decide whether you were able to meet this objective</li> <li>• If you were, say how you achieved it.</li> <li>• If you were not, describe the problems you encountered and the steps that need to be taken to overcome them in the future</li> </ul>			
<b>Comments</b>				
<b>Reviewer</b>				
<b>Comments</b>				
<b>Judgement</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires Improve</b>	<b>Unsatisfactory</b>

"I have come that you might have life & have it to the full"

*John 10 v10*



**Lesson Observations**

**September (Start of Year)**

Observation 1					
Focus					
Observer					
Date :					
Lesson summary					
	Progress and achievement	Planning and assessment	Teaching and learning	Learning behaviour	SMSC

**February (Mid Year)**

What are the strengths identified from your lesson observation?	
What were the areas for development?	
How are you addressing the areas for development?	

**September (Start of Year)**

Observation 2					
Focus					
Observer					
Date					
Lesson summary					
	Progress and achievement	Planning and assessment	Teaching and learning	Learning behaviour	SMSC

**February (Mid Year)/September (End of Year)**

What are the strengths identified from your lesson observation?	
What were the areas for development?	
How are you addressing the areas for development?	

“I have come that you might have life & have it to the full”

*John 10 v10*

## Professional Development

### February (Mid Year)

<b>Evaluation of teaching standards</b> (Please use your staff development portfolio to help you complete this)	
<b>Areas of strengths identified from the teaching standards</b>  <i>( please identify which standard your strengths relate to)</i>	
<b>Areas for further development or support identified from the teaching standards</b>  <i>( please identify which standard your areas for development relate to)</i>	

### September (End of Year)

<b>Evaluation of teaching standards</b> (Please use your staff development portfolio to help you complete this)	
<b>Areas of strengths identified from the teaching standards</b>  <i>( please identify which standard your strengths relate to)</i>	
<b>Areas for further development or support identified from the teaching standards</b>  <i>( please identify which standard your areas for development relate to)</i>	

“I have come that you might have life & have it to the full”

*John 10 v10*



<b>Performance management assessment summary</b>	<b>Outcome</b>				
	<b>Outstanding/ Good/ Requires Improvement/ Unsatisfactory</b>				
<b>Target 1</b>					
<b>Target 2</b>					
<b>Target 3</b>					
	<b>Lesson Summary</b>				
<b>Lesson observation 1</b>	Progress and achievement	Planning and assessment	Teaching and learning	Learning behaviour	SMSC
<b>Lesson observation 2</b>	Progress and achievement	Planning and assessment	Teaching and learning	Learning behaviour	SMSC
<b>Overall performance summary</b>					
<b>Key area for future development</b>					
<b>Pay progression recommended yes / no</b>					

**Signed (Reviewee)** \_\_\_\_\_ **Signed (Reviewer)** \_\_\_\_\_

Completed copies to: Reviewee; Reviewer; SLT link; Deputy Head, Admin Support

## Organising the planning meeting – Reviewer’s notes

Part 1- reviewing last year’s objectives and evidence of meeting the Teachers Standards  
(1/2 an hour for staff who were performance managed here last year)

Please refer to the information provided at the Middle Leaders Training on 21st September 2016.

The reviewer will complete the performance review document for 2015-16 by:

- completing the reviewer’s comment section for each objective
- reviewing the Evidence Portfolio and ensuring that there is evidence of all of the Teachers Standards having been met.
- ensuring that the lesson observation section has been accurately and fully completed by the reviewee.
- writing a summary of the overall performance of the reviewee against the objectives., including the rating of the different classes/year groups.

Once the document is complete it should be emailed to the Reviewee, AKE and Lorraine Mitchell in Admin.

**All forms should be completed by Friday 7<sup>th</sup> October 2016 at the latest.**

Part 2- The planning meeting (1 hour)

This part of the meeting will allow you to organise the process for the performance management of each member of staff you are reviewing this year. The **objective** states what the reviewee intends to make happen. The **actions** are the specific steps they will take to ensure they meet the objective, and the **outcome** is what will have happened as a result.

You will need to

- Share the 3 objectives and outcomes for your reviewee: these should follow the guidance at the Reviewers training on 21st September 2016 and in most cases will be those set by the school (Curriculum and Assessment; Teaching and Learning; Pastoral Focus).
- Agree a set of actions and evidence to deliver the objective. Again, these will be drawn from the set of suggested actions, but will be adapted, added to and adjusted according to the teacher’s role, responsibility, level of experience, and the classes that he/she teaches. Additional, specific actions will be drawn from the Dept Support plan drawn up by the HoD and SLT link.
- Lesson observations: This year it is the HoD and SLT link who will set the lesson observations for the department over the year, taking into account the Department’s key priorities and focuses. As our aim is that lesson observations are developmental, the first observation for each member of staff must take place before February Half term, and all observations should be complete by May half term. Arrange 2 lesson observations for the year, and record them on the departmental observation mapping form. **NB: both observations to be set at this stage** (date, period, class and focus). The observations should be over 2 key stages

(unless the teacher only teaches in one Key Stage) and the focus should relate to the objectives/outcomes.

### Support and Training

The teacher's portfolio of evidence together with regular monitoring and evaluation of student progress throughout the year will enable you to identify areas of support and training which will be necessary to provide for the reviewee in order for the objectives to be met.

- Peer observations
- Attending training sessions as part of the Developing Leaders or Developing Teachers Training Programmes
- Time
- Additional classroom assistance
- Equipment and/or ICT facilities
- Coaching and mentoring
- External INSET

### **Teaching standards -evidence portfolio**

In addition to the performance review document, each reviewee is expected to keep and add to a professional evidence portfolio, showing how they are continuing to meet the professional standards. The member of staff would expect to evidence each standard with 3 or 4 examples, adapting and updating evidence each year. These examples could include:

- completed actions from their Performance Management document
- evidence from their lesson observation
- data from go 4 schools
- a contribution to a dept. / whole school activity

This document should be completed electronically.

### **At the end of the cycle you will need to make a judgement on the reviewee's overall performance based on**

- Meeting the objectives
- Responding to support where that has been necessary and provided
- Meeting the relevant standards (Teachers' Standards; Post-threshold standards)
- Fulfilling any additional responsibilities/job description
- The Lesson observations
-

**Timeline:**

**Last Friday in September:**

**Objectives, outcomes and actions 2016-2017 to Dept. SLT Link for checking and approval  
Lesson observation mapping form with all observations for all department members to  
Deputy Head**

**First Friday in October: Review of objectives for the previous year to Reviewee and  
support administrator.**

**First Friday in October: Lesson observation mapping form to Deputy Head**

## **The Performance Management Appeals Process**

An appeal must be made within ten school days of receiving the statement and must be in writing to the Board of Directors.

An appeals officer will then be appointed to conduct an appeals review. The Directors will provide an appeals officer or officers and any external adviser assisting the appeals officer or officers with a copy of the review statement and the statement of objectives within five school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of Directors (for appeals by the head teacher) or the head teacher (for appeals by teachers) unless they have participated in the review appealed against. For appeals by a head teacher an external adviser who did not assist in relation to the initial review must assist the appeals officer or officers.

For appeals by a head teacher, where the Chair of Directors has been involved in the review process, the Board of Directors will appoint one or two directors who have not participated in the initial review. No director who is a teacher or staff member can be appointed as an appeals officer for the head teacher. For appeals by teachers, where the head teacher has been involved in the review process, the Chair of Directors will be the appeals officer. In this situation, an external adviser must assist him or her.

The appeal review will be carried out within 10 days of the appeal officer or officers receiving the review statement.

In conducting an appeal review the appeals officer or officers must take into account any representations made by the head teacher or teacher. After due consideration, the appeals officer or officers may consider that Performance Management has been carried out satisfactorily (and may make observations); may, with the agreement of the appraiser(s), amend the review statement; or may order that a new planning meeting or review meeting be carried out.

The appeals officer or officers may not determine that new objectives should be set or that existing objectives should be altered.

Any new or part planning or review meeting ordered should be conducted within a further fifteen school days. Where a new or part planning or review process takes place new directors and a new external adviser are appointed for the head teacher's review. For teachers, the head teacher must appoint a new line manager to carry out the review; if there is no suitable teacher to do this, the appeals officer must appoint a member of the Board of Directors. However, no director who is a teacher or staff member can be involved in the performance management.

The Pay Policy Appeals process will apply to all appeals concerning pay decisions.

**Review Process Checklist**

<b>Checklist</b>
<b>Before the Planning Meeting</b>
Meeting takes place in directed time
Teacher’s Job Description is available
Teacher is clear about the purpose of performance
Teacher is familiar with the School Development Plan
Teacher is clear about their eligibility for pay recommendations in the current cycle
Teacher and reviewer have available the relevant professional standards
Teacher and reviewer have a copy of the teachers’ review from the previous cycle
Teacher has access to the PM policy and the observation protocol
Evidence protocol and examples of standard performance criteria are available
Teacher has opportunity if they wish to undertake a self review which is made available to reviewer
<b>The Planning Meeting</b>
Meeting takes place within time allocated
Objectives are set according to the specification laid out in the policy
Objectives are SMART
The purpose of all classroom observations are set out in the statement
Classroom Observation time does not exceed two hours
The evidence required is agreed and recorded
Responsibilities of the reviewer and reviewee are understood
Performance criteria are agreed and set
The planning statement is drafted and sent to the reviewee within 5 days of the planning meeting
Reviewee has had the opportunity to amend the statement and has returned it to the reviewer within 5 days of receiving it.
The Agreed statement is sent to the headteacher within 10 days of the planning meeting taking place
If the headteacher has required any changes the reviewee has had the opportunity to consider and agree to the final statement
Reviewee is aware that should they agree with the Headteachers instruction they can invoke an appeal
<b>Monitoring</b>
Classroom observations and other evidence collection takes place as agreed and set out on the statement
Mid-year review meeting takes place at agreed time
Reviewee understands their responsibility for gathering and bringing the evidence to the review meeting
<b>The Review Meeting</b>

Reviewer considers the evidence against the performance criteria
Reviewer make a judgement of the teacher's performance and records it in the review statement
If the teacher is eligible for a pay award the reviewer records and shares their recommendation with the reviewee
Review statement is sent to the reviewee for comment within five days of the meeting
Reviewee statement is sent to head teacher within ten days of the review meeting

### Learning Walks protocol

The Board of Directors agrees that 'learning Walks' will only be carried out in accordance with this protocol.

Learning Walks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be developmental and constructive rather than judgemental and are a whole school improvement activity. There should, therefore be no attempt to use this approach as part of capability procedures or for performance management.

1. A programme of learning Walk should be agreed with teachers so that they know the date, time and focus of the learning look and who will be conducting it, so that they can organise their classes accordingly. Due care will be taken when organising these to take into account the number of times a member of staff is seen in any one year.
2. The purpose of a learning Walk should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual
3. Learning Walks will be conducted with the minimum disruption to teachers and pupils.
4. Learning Walks will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in a classroom learning Walk at any one time.
6. The length of time in the classroom would be between 20 and 30 minutes.
7. Pupils will not be asked for their views of an individual teacher during the learning Walk
8. Those teachers whose classes are visited will be given the opportunity to see any written records which may have been made during the learning Walk.
9. There will be no evaluation of an individual teacher during the learning Walk.
10. Regular reviews of the operation of learning Walks will be held by all staff.
11. A record of which staff have been observed will be kept by the Assistant head in charge of teaching and learning. This is to ensure that staff are not observed an excessive number of times in the year as part of a learning Walk ( usually no more than twice)
12. Any concerns about the implementation of this policy should be raised initially with the SLT either by the individual teacher concerned or with the support of your school Union representative.

## Protocols for Classroom Observation

### Twyford High School Lesson Observation

#### Aims:

- To support the professional development of every member of staff in their main role of educating each Twyford student through observation of their classroom practice.
- To improve the quality of learning taking place across the curriculum
- To develop students' understanding of how they learn

#### **Code of Practice**

The following code of practice should be agreed and understood by all staff:

- Observation for performance management will take place at times which are set in advance by the HOD.
- The focus of observation will be clear, and should be clearly linked to one of the Performance Management Targets.
- A copy of the lesson plan and prior attainment data on the class to be observed will be available to the observer.
- The amount of time to be spent observing the lesson will be known beforehand.
- The observer will not take part in the lesson, and will not intervene unless a child's health and safety is at risk. This is dependent on the focus of the observation and participation may have been agreed in advance.
- A suitable time for feedback should be agreed; feedback on the lesson will take place as soon as possible and will be constructive and supportive in nature.
- Initial verbal feedback will be given within twenty-four hours unless this is impossible (eg over a weekend) and written feedback within five days. Feedback will take the form of professional dialogue between colleagues.
- Any professional development needs which arise from the monitoring process will be addressed as soon as possible in a supportive way.
- The process must be manageable and should not require additional preparation by the class teacher.
- Teachers will be invited to make constructive suggestions about ways in which the process can be improved.
- Classroom observations are a high priority in improving standards and will not be postponed unless it is wholly unavoidable.
- Notes of observation will be recorded and shared with the teacher. No additional notes will be kept about which the teacher is unaware.
- Outcomes of the monitoring process are confidential other than as agreed between the head teacher and teacher or as required under current regulations.

## **Procedure for the follow up to an inadequate lesson or one requiring improvement**

If a performance management lesson observation has a significant number of areas that require improvement or are inadequate the following steps should be taken to support the reviewee.

1. Identify the area of support needed on the observation form.
2. Agree a set of actions to develop the area. These may include:
  - a. Attend a Developing Teacher training session the area
  - b. Observe a strong practitioner in the area requiring support
  - c. Undertake a paired observation
  - d. Attend a teaching and learning working party
  - e. Work with a member of the department on planning and delivering a sequence of lessons, culminating in a second observation with the same teaching group.

Where necessary, a follow up observation with the teaching group will be agreed.

## Guidance for Performance reviewers - in year support of staff

The performance management policy recognises that there may be times when a member of staff needs support. See extract from policy below

*When dealing with a teacher experiencing difficulties, the objective is to **provide support and guidance** through the appraisal process in such a way that **the teacher's performance improves** and the problem is, therefore, resolved.*

Teaching staff and their team leads share responsibility for identifying when additional support is required for students or for the individual member of staff themselves.

The guidance below on what might trigger support are separated into Achievement, teaching & learning, and behaviour.

### Achievement (refer also to sections 1 and 2 of the Teaching Standards)

All staff utilise the system of 'on track' indicator in order to evaluate quarterly whether students are meeting expectations. This is used as a consistent whole school measure with criteria which are defined at departmental level. The consistency of the measure in all department teams make it an effective mechanism by which Heads of Department or Heads of Year identify where support may be needed with particular teaching or form groups, individual students or individual staff. Performance reviewers will make use of this indicator when reviewing whether or not a reviewee needs support with their teaching classes. Additional support might be required if ...

- Over a particular quarter the percentage of students on track falls below the threshold for "good" (65%) as this would indicate that the class may be at risk of failing to achieve end of year targets.

*See: Trust thresholds below*

	Years 7-11/GCSE		Year 12/AS			Year 13/A2		
	On Track/On Target	Value Added	On Track/On Target	Value Added	ALPS	On Track/On Target	Value Added	ALPS
Outstanding	≥75%	>0.25	≥75%	>0.1	1 to 2	≥75%	>0.8	1 to 2
Good	≥65%	≥0	≥65%	≥0	3	≥65%	≥0.2	3
Requires Improvement	≥55%	>-0.3	≥55%	>-0.2	4 to 5	≥55%	≥-0.1	4 to 5
Unsatisfactory	<55%	≤-0.3	<55%	≤-0.2	6+	<55%	<-0.1	6+

Q1-3 On Track, Q4 On Target.

- Notable underachievement on G4S – not in-line with others in the department
- Students not referred to appropriate interventions following off track concerns in the previous quarter.

4. A member of staff fails to meet grade/ reporting deadlines on 3 or more occasions.

### **Teaching and learning (refer also to sections 4, 5 and 6 of the Teaching Standards)**

As part of the Trusts Quality Assurance on teaching and learning, teachers can be observed in a range of contexts: formal lesson observations, duty looks, learning reviews and HOD/ HOY drop ins. Feedback to students is checked through book sampling either in lesson observations or as a separate department exercise.

Additional support may be required if

5. A formal lesson observation which has a significant number of areas requiring improvement or inadequate
6. Book sampling shows that marking/ feedback requires improvement

### **Behaviour (Refer also to section 7 of the Teaching Standards)**

It is the responsibility of all staff to manage a good and safe learning environment, as stated in the teaching standards. These include

- *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*

The school operates a conduct system which allows all teachers to celebrate positive behaviour and to pick up on negative behaviour immediately. A teacher may trigger support if

7. The school conduct system is not being utilised
8. Their teaching groups conduct points residuals are significantly out of line with school norms
9. Their teaching environment is unsafe

### **Support**

Following a concern there would always be a conversation with the teacher to discuss the context of the issue. If further support was required this would be agreed with the teacher.

Examples of support include

- Further training in a particular area
- Peer observations or redoing a formal lesson observation
- Joining a coaching triad
- Regular meeting to review progress over an agreed period of time

*N.B This document refers to guidance with in year support of staff and is NOT linked to capability procedures. Where a reviewer feels that the difficulties a member of staff is experiencing could lead to capability procedures the support process must follow the guidelines on page 7 of the Performance management policy.*

**Mainscale Teacher Increment Decision Flow Chart**

