Document Title	Performance Evaluation and Development Policy (Teaching Staff)
Committee Responsible for Policy	Resources Committee
Review Frequency	Every year
Last Reviewed	September 2024
Next Review Due	September 2025
Policy Author	Executive Headteacher

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Performance Evaluation and Development Policy (Teaching Staff)	
Impact assessed by: R Lane	**Date:** 07/10/2022

1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?

Staff from protected groups get less favourable appraisals for the same performance compared to other staff.

2. How would this be evidenced?
By monitoring the outcomes of the performance evaluation and development process.

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? No.

4. If the answer to 3 is 'Yes', please provide details and evidence.

5. How might the new policy change this?

6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else? No.

7. If the answer to 6 is 'Yes', please provide details and evidence.

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? 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., ECTs)* 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' and '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 and 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 three targets set for teachers will usually relate to the three areas of the development plan – student progress, pastoral progression and staff development. Staff are encouraged to use the staff development target to focus on an area of individual professional development, in many cases using the coaching programme to support this.

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, the Trust 'Stages of Teacher Development'/ (published June 2019) 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.

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 the targets that are set are aspirational, 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

Head teachers or other leaders with responsibility for learning and teaching standards may drop in for a 'learning look' 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 'learning looks' or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's department learning walk and duty learning look policy.

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 teacher's 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. The coaching programme provides the opportunity to observe and develop practice working with other colleagues. Please refer to the coaching overview document (appendix 8).

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 Performancereview document) 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 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.

INFORMAL SUPPORT FOR TEACHERS EXPERIENCING DIFFICULTIES (Appendices 10 & 11)

The informal support plan is designed to provide early and low-level support to a staff member who requires it, in order to help them to improve specific areas of their teaching long before those areas become significant concerns. The informal support plan is for a minimum period of 6 weeks and a maximum period of 12 weeks.

The structure allows specific areas for development to be identified (enabling the staff member and other staff to pinpoint precise points to work on) and ensures that support is tracked and is followed up on. In addition, the plan is updated weekly, allowing the staff member and the HOD/HOY/SLT Line Manager to see and reflect on progress.

If progress is not made following 2 periods of 6 weeks each, the informal support plan may be followed by a formal support plan.

FORMAL SUPPORT FOR TEACHERS EXPERIENCING DIFFICULTIES (Appendices 12 & 13)

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 workplace 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.

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 meets to consider pay recommendations, following which the teacher (and head teacher when the head has not been recommend 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 – Professional Development Portfolio
Appendix 2a – Assessment for Progression to Upper Pay Spine
Appendix 2b – Threshold Evidence
Appendix 3 – Professional Development and PM Cycle 20/21 – classroom teacher
Appendix 4 – Organising the Planning Meeting
Appendix 5 – Appeals Process
Appendix 6 – Review Process Checklist
Appendix 7 – Duty Learning Look Protocol
Appendix 8 – Department Lesson Sampling Protocol
Appendix 9 – Coaching Observation Programme
Appendix 10 – Informal Support Plan Information and Flow Chart
Appendix 11 – Informal Support Plan

Appendix 12 – Formal Support Plan Flow Chart
Appendix 13 – Formal Support Plan
Appendix 14 – Sample PED document

Linked Documents

Each school uses a model format for recording the Performance Management process (there are small school level variations in line with the schools' CPD arrangements**:**

Twyford
Twy Performance Management

William Perkin

WP Performance Management

Ealing Fields
EF Performance Management

Ada Lovelace
Ada Performance Management

Appendix 1: Professional Development Portfolio

Evidence Portfolio

Name: - ………………………………………………………

Department………………………………………………………………………

<div style="background:navy;color:white">**The professional review portfolio guidance**</div>

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 the 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, will be shared formally with the line manager at the performance review meeting in September and will form the basis of the identification of actions during staff target setting. Actions agreed during the staff target setting process that are subsequently completed may well form the additional evidence 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– i.e. 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 me be a need to refresh their professional practice.

Where staff are not able to provide evidence of sustaining the Teachers' Standards, training and 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.

National Standards for Teachers

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-todate 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*

☐
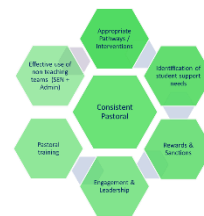
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

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*

☐
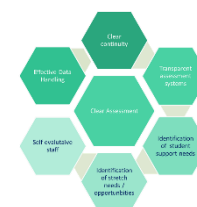
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

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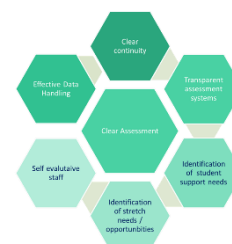
7. Manage behaviour effectively to ensure a good and safe learning environment

☐ *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.*
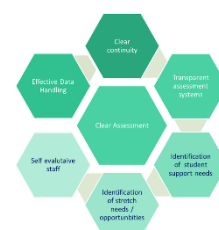
8. Fulfil wider professional responsibilities

☐ *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.*

Having compiled your evidence, please consider your progress as a developing teacher using the Twyford CofE Academies Trust Stages of Staff Development outlined on the final page of this document.

RAG each statement according to the following criteria:

- *Green = Substantial and sustained evidence*
- *Amber = Some evidence*
- *Red = no evidence*

Having looked at a 'best-fit', note the areas where you would identify the need for more support / opportunity to develop professionally.

NB. Staff approaching UPS1 are expected to be confidently achieving the measures in the 'Securing Excellence' band and have positive evidence within the 'Sustaining Excellence category'. For staff approaching UPS2 or 3 evidence within the sustaining excellence band will be very strong and consistently sustained over time.

Year (of teaching)	Teachers' Standard (s) *Please identify any standard where further / stronger evidence is required*	Area for development *(referenced to the outcomes /activities or training listed in the Trust Stages of Staff Development)*
Example Year 2 -RQT	*3. Demonstrates good subject and curriculum knowledge*	*I would benefit from the experience of developing a scheme of work from scratch in a pair with a more experienced member of my Department team*

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:* o Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
    - o *Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions* o Showing tolerance of and respect for the rights of others
    - o *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*
    - o *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 Proced

Yes			No	

Signature	
Name	
Line Manager's Signature	
Line Manager's Name	
Date	

Twyford CofE Academies Trust Stages of Staff Development

The 10:10 ethic applies to staff development as it does to student development. The stages of staff development supports teachers to reflect on their strengths and weakness and provides clarity on the opportunities for support and further development. A teacher moves from their initial training phase to a securing excellence phase and reaches UPS at the point of being a master craftsperson, able and willing to cultivate excellence in others.

	RECEIVING ADDITIONAL SUPPORT		EMERGING	SECURING EXCELLENCE		MODELLING EXCELLENCE	
	Unable/unwilling to use T&L principles / TS	**Learning to use** whole school systems, T&L principles / TS	**Improving** in use of whole school systems, T&L principles and TS	**Consistently using** whole school systems, T&L principles and meeting TS	**Confidently and consistently using** whole school systems, T&L principles and TS	**Exemplifying** whole school systems, T&L principles and meeting TS in a sustained and substantial way	**Leading, creating and innovating** around the whole school systems, T&L principles and TS
Outcomes	Progress of classes is RI/CFC and/or at odds with department.	Progress of classes often RI/CFC and/or at odds with department.	Progress of classes is variable and may be RI	Progress of classes mostly good.	Progress of classes mostly good+ and/or bucks trend of department.	Progress of classes consistently good & often outstanding and/or bucks trend of department.	Progress of classes consistently outstanding.
	Lessons not sufficiently adapted to classes.	Lessons may not be sufficiently adapted to classes.	Individual lessons have mostly been adapted to suit the needs of the class.	Individual lessons have been adapted to suit the needs of the class.	Individual lessons have been carefully adapted to suit the needs of the class.	Individual lessons have been skilfully adapted to suit the needs of the class.	Individual lessons have been skilfully adapted to suit the needs of the class; may be used to train others.
	Recent DLL raise concerns over the impact of school systems not being routinely and/or effectively used.	Recent DLL show school systems are not routinely and/or effectively used.	Recent DLL show school systems are not used consistently.	Recent DLL show school systems are used consistently.	Recent DLL show school systems are used consistently and impact positively on student outcomes.	Recent DLL show school systems are used consistently and have a sustained positive impact on student outcomes.	Recent DLL show school systems are used consistently and highly effectively to have a sustained positive impact on student outcomes.
	Department and/or whole school book scrutiny raises concerns over the impact of whole school & department expectations not being met.	Department and whole school book scrutiny show whole school & department expectations not being met.	Department and whole school book scrutiny show whole school & department expectations are largely being met.	Department and whole school book scrutiny show whole school & department expectations being met consistently.	Department and whole school book scrutiny show whole school & department expectations being met consistently to a high standard.	Department and whole school book scrutiny show whole school & department expectations are met to an exemplary standard.	Department and whole school book scrutiny show whole school & department expectations are met to an exemplary standard; may be used to train others.
	Support (e.g. from mentor/HOD/SLT) has not resulted in expected improvement.	Support (e.g. from mentor/HOD/SLT) is consistently leading to improvement.					
	Conduct data indicates concerns.	Conduct data may indicate concerns.	Conduct data varies significantly across different classes.	Conduct systems applied consistently and effectively to complement classroom practice, resulting in mainly/consistently positive conduct data.		Conduct systems integrated into T&L practices, resulting in mainly/consistently positive conduct data.	Conduct systems integrated into T&L practices, and can be used as a model for others, resulting in mainly/consistently positive conduct data.
	Student/parent voice raises concerns which have merit and are serious enough to warrant recourse.	Where student/parent voice raises concerns, teacher is able to address and resolve with support from HOD/HOY/SLT.	Where student/parent voice raises concerns, teacher is able to address and resolve with advice from HOD/HOY.				
	Whole school routines/systems/duties not followed.	Whole school routines/systems/duties are followed inconsistently	Whole school routines/systems/duties are almost always followed.	Whole school routines/systems/duties are followed consistently.	Whole school routines/systems/duties are followed consistently and effectively.	Whole school routines/systems/duties are followed consistently and effectively, with high impact.	Whole school routines/systems/duties are followed consistently and effectively, with high impact; can be used to train others.
	Single, sufficiently serious incident has occurred.						
Activities/contribution to development of others	Where involved in wider learning, is overstretched.	Where involved in wider learning, may be overstretched.	Supports with wider learning offer.	Contributes to department wider learning offer.	Contributes significantly to department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer; trains/supports others to do the same.
				Contributes to department/year team CPD.	Delivers department/year team/whole school CPD	Designs and delivers whole school CPD	Designs and delivers whole school and Trust CPD
				Contributes to the development of SOW.	Contributes significantly to the development of SOW.	Designs SoW/resources and trains/supports others to do so.	Design whole curricula and associated SOW/resources and trains/supports others to do so.
				Contributes to informal support plans for peers.	Leads informal support plans.	Leads informal support plans and/or contributes to formal support plans.	Leads formal and informal support plans.
			Sometimes works with trainees as a classroom teacher or Form Tutor.	Often works with trainees as a classroom teacher or Form Tutor.	Acts as mentor/coach (but may need support with this)	Acts as mentor/coach	Trains mentors/coaches and/or contributes to coaching programme training resources (e.g. PAS actions)
				Member of working parties as appropriate.	Contributes to working parties.	Significant contribution to working parties.	Lead working parties.
				Delivers DTP Level 1-2 sessions, with more experienced colleague.	Delivers DTP Level 1-3 sessions.	Delivers DTP Level 1-4 sessions.	Delivers DTP Level 1-5 sessions.
			Featured in T&L newsletter.	Frequently featured in T&L newsletter.	Contributes to T&L newsletter (e.g. writing a section).	Proactively/regularly contributes to T&L newsletter.	Takes lead role in creation of T&L newsletter.
				Some classes identified as appropriate for observation by trainees/ new staff/ staff receiving support/ external visitors.	Wide range of classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors. Filmed/interviewed for T&L resources.
Training/support engaged with	Attends DTP sessions (likely Level 1). (ECT) does not fully engage with ECF.	Attends DTP sessions (likely Level 2).	Attends DTP sessions (likely Level 2 and/or 3).	Attends DTP sessions (likely Level 3).	Attends DTP sessions (likely Level 3 and/or 4).	Attends DTP sessions (likely Level 4).	Attends DTP sessions (likely Level 4 or 5).
	Multiple classes added to Duty Learning Look rota.	Some classes added to Duty Learning Look rota.	One or two classes added to Duty Learning Look rota.		Observes classes on Duty Learning Look rota and/or Carries out department lesson sampling.	Observes classes on Duty Learning Look rota and leads department lesson sampling.	Leads department lesson sampling and visits other outstanding departments/ schools to observe good practice.
	Participates in Coaching Programme. Regularly observes strong practitioners within/outside of subject area with another member of staff, with a focus.	Participates in Coaching Programme or is engaged in ECF. Regularly observes strong practitioners within/outside of subject area, with a focus.	Actively participates in Coaching Programme	Actively participates in Coaching Programme, and makes changes in practice as a result.		Actively participates in Coaching Programme, and makes changes in practice as a result; supports others to do the same	
				Undertakes a department-level personal development project.		Undertakes a whole school personal development project.	Undertakes a significant whole school personal development project.
	Participates in reading/discussion group.	Participates in reading/discussion group.	Actively participates in reading/discussion group.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same
	Attends Trust conference.	Participates positively in Trust conference.	Actively participates in Trust conference.	Actively participates in Trust conference, and makes changes in practice as a result.		Actively participates in Trust conference, and makes changes in practice as a result; supports others to do the same	
	Attends ELP events.	Attends appropriate ELP events.	Actively participates in appropriate ELP events	Actively participates in appropriate ELP events, and makes changes in practice as a result.		Actively participates in ELP training and networks, and makes changes in practice as a result; supports others to do the same.	Runs ELP training and networks.
	Informal support plan. Competency proceedings.	Support from HOD/HOY/line manager.					

Grey = not established in all Trust schools

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

- Twyford Trust Evidence Portfolio including the RAG-ing and evaluation of the Trust Stages of Staff Development

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.

Appendix 2b

THRESHOLD EVIDENCE 20??

NAME:_____Assessed by:_____

Threshold: UPS 1/UPS 2/UPS 3

Application checklist:

- Portfolio of evidence: ☐

- Lesson observations: 1☐   2☐   3☐

- 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:

o *Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*

o *Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*

o *Showing tolerance of and respect for the rights of others*

o *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*

o *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)

Professional Evaluation and Development Cycle 202X-2X

Ada Lovelace

[Ealing Fields links do not currently work](#)

[Twyford](#)

[William Perkin](#)

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 in September 20XX. The reviewer will complete the performance review document for 20xx-xx 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.
- 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, SLT Lead and Administration Lead.
All forms should be completed by Friday xth October 20xx 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 in September 202X and in most cases will be those set by the school (Progress, Progression and Leadership and Management).

- 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.

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 advised 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 Evaluation and Development

document
- evidence from their coaching or cluster group reviews
- 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

Timeline:

Last Friday in September:
Objectives, outcomes and actions 20xx-20xx to Dept. SLT Link for checking.

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

The Performance Evaluation and Development 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 Evaluation and Development 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

Checklist
Before the Planning Meeting
Meeting takes place in directed time
Teacher's Job Description is available
Teacher is clear about the purpose of performance evaluation and development
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 PED policy
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
The Planning Meeting
Meeting takes place within time allocated
Objectives are set according to the specification laid out in the policy
Objectives are SMART
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 Headteacher's instruction they can invoke an appeal
Monitoring
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
The Review Meeting
Reviewer considers the evidence against the performance criteria
Reviewer evaluates the teacher's performance and records it in the review statement
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

Duty Learning Look protocol

The Board of Directors agrees that 'Duty Learning Looks' will only be carried out in accordance with this protocol.

Duty Learning Looks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for development. They are intended to be constructive rather than judgemental and are a whole school monitoring activity.

1. Due care will be taken when conducting a Duty learning Look to take into account the number of times a member of staff is seen in any one week.

2. The purpose of a Duty learning Look should be explained to all staff at the start of the academic year. That purpose or focus will not relate to the performance of an individual.

3. Duty Learning Looks will be conducted with the minimum disruption to teachers and pupils.

4. Duty Learning Looks will be undertaken in a supportive and professional manner.

5. The maximum length of time in the classroom would be between 15 and 20 minutes.

6. Pupils will not be asked for their views of an individual teacher during the Duty learning Look

7. Those teachers whose classes are visited will be given the opportunity to see any written records which may have been made during the Duty learning Look.

8. There will be no evaluation of an individual teacher during the Duty learning Look.

9. Regular reviews of the operation of Duty Learning Looks will be held by the Senior Leadership Team.

10. 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.

Department Lesson Sampling protocol

Department Lesson Sampling 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 department improvement activity. There should, therefore be no attempt to use this approach as part of capability procedures or for performance management.

1. Due care will be taken when conducting a Department Lesson Sampling to take into account the number of times a member of staff is seen in any one term.

2. The purpose of Department Lesson Sampling should be explained to all staff at the start of the academic year. That purpose or focus will not relate to the performance of an individual.

3. Department Lesson Sampling will be conducted with the minimum disruption to teachers and pupils.

4. Department Lesson Sampling will be undertaken in a supportive and professional manner.

5. A maximum of two colleagues will be involved in Department Lesson Sampling at any one time.

6. The maximum length of time in the classroom would be between 15 and 20 minutes.

7. Pupils will not be asked for their views of an individual teacher during the Department Lesson Sampling.

8. Those teachers whose classes are visited will be given the opportunity to see any written records which may have been made during the Department Lesson Sampling.

9. There will be no evaluation of an individual teacher during the Department Lesson Sampling.

10. Regular reviews of the operation of Department Lesson Sampling will be held by the Senior Leadership Team.

11. 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.

Coaching Observation Programme

Purpose:

→ To improve student outcomes and learning experiences by quick, low stakes, regular improvement in teaching and learning (NOT to judge teachers or lessons).

→ To increase creativity, collaboration, professional pride, motivation and job satisfaction (which in turn supports retention and recruitment).

→ To inform whole school focuses and training by gathering information of strengths and areas for development amongst teams.

Structure:

WHAT: Teachers are coached to make small, incremental improvements to their practice.
WHO: All teachers.
HOW:

- A 15 minute weekly observation (same coach each week), which results in a WWW and EBI (using T&L principles).
- 15 minutes of feedback in which
   a) Last week's manageable action is reviewed and success is celebrated
   b) This week's lesson is discussed and the coach asks probing questions related to the EBI that they have identified and the manageable action that they have drafted. This results in an agreed manageable action, and a specific plan to address it (sometimes having included a practice).
- The coach records the WWW and manageable action from the lesson in an online system called Powerful Action Steps (PAS), the coachee has access to this system also.

WHEN: Every week. The observation is random unless there is a need to pre-arrange: initially nervous staff member, specific manageable action requires it etc.

Logistics:

o All staff are coached (so coaches are coached also).
o There should be a range of coaches from all areas of the school (this is NOT about top down judgement).
o Coachees have one coach who sees them once a week (this takes 15 minutes of their time per week).
o Coaches either have one or two coachees, depending on their timetable (this, including their own 15 mins of feedback, totals either 45 or 75 minutes per week).
o As the programme grows to full capacity, some schools may only have enough trained coaches to offer 1 term of coaching to each staff member.

Measures of success:
- 95% of staff involved in coaching agree that the programme improves student outcomes and learning experiences by improving teaching and learning.
- 95% of staff involved in coaching agree that coaching helps staff feel motivated and respected.

- 95% staff involved in coaching agree that coaching helps create a climate in which teachers are trusted to take risks and encouraged to innovate in ways that are right for the pupils.

Appendix 10

Informal support plan information and flow chart

What is an Informal Support Plan?
The Informal Support Plan is designed to provide early and low level support to a staff member who requires it, in order to help them to improve specific areas of their teaching long before those areas become significant concerns.

The structure allows specific areas for development to be identified (enabling the staff member and other staff to pin point precise points to work on) and ensures that support is tracked and followed through upon. In addition, the plan is updated weekly, allowing the staff and the HOD/SLT Line manager to see and reflect on progress.

If progress does not occur, the Informal Support Plan may be followed by a support plan, and subsequently formal capability procedures. However, the Informal Support Plan is *not* a part of the capability process. It is not a definite step towards capability, rather a measure being used to support a member of staff to improve their practice.

What do teaching unions say that should informal support look like?

Feedback from NEU reps indicate that the most successful strategies for improving performance include in-house support; a positive, sensitive approach from management; openness and honesty from management; a good union/head teacher relationship and a formality to the informal support programme, so that there is transparency about the support.

Reps reported that members were not only more likely to take a period of informal support seriously if there was a formal structure to the process, but that matters were less likely to escalate to formal capability. Members also indicated that unstructured informal support (i.e. no support plan, no monitoring, no review meetings etc.) left them unsure when the informal support ends. An offer of informal support should therefore be made in accordance with clear and established written procedures where they exist. Where they do not exist, members should be informed in writing and

as soon as practicable of the offer's significance.

Informal support plan flow chart

HOD/HOY identify two or more triggers present from the "Unwilling/ unable" outcomes in the Stages of Staff Development.

HOD/HOY informs SLT LM of concerns and of intent to deploy Informal Support Plan.

HOD/HOY schedules initial meeting between themselves, SLT LM and the staff member. It is not expected that a representative of a trade union or work place colleague would be part of this process

Prior to the meeting:

HOD/HOY and SLT LM meet to discuss key areas of focus, specific targets and appropriate	HOD/HOY fills out a draft of the Informal Support Plan document.

Initial Meeting:

HOD/HOY, SLT LM and staff member meet to discuss concerns, key areas of focus and specific targets. Staff member is given the opportunity to ask questions, discuss their concerns, share their thoughts and give context.
Actions and support measures, and time frames for these are agreed. A weekly meeting slot between HOD and staff member is also agreed.

Informal Support Plan document is emailed to the staff member by HOD/HOY, copying in SLT LM.

Six week monitoring period:

HOD/HOY and staff member meet once a week to discuss successes and areas for further improvement. The targets identified in the Initial Meeting are reflected on, and progress towards them is RAG-ed. Additional actions/ support measures are added where necessary.
Discussion and further actions are summarised on the Informal Support Plan document.

Each week HOD/HOY emails updated Informal Support Plan document to the staff member, copying SLT LM.	SLT LM provides formal update of progress at weekly SLT meeting

HOD/HOY schedules review meeting between themselves and the staff member.

Prior to the meeting:

HOD/HOY and SLT LM meet to discuss key areas of focus, specific targets and appropriate actions/support.

Six week Review Meeting:

HOD/HOY and staff member meet to discuss progress in each area of focus against the identified targets.

Targets judged to have been consistently* met. Staff member graduates from Informal Support Plan. * Where targets are judged to have been inconsistently met a judgement should be made of whether a further 6 week informal support cycle is appropriate.	**Targets judged to have not been met.** Staff member enters a further 6 week support cycle. After 2 cycles where targets have not been met, a formal support plan is issued as outlined in PM Policy.

Appendix 11

Informal support plan

School	
Teacher name	
Department/Year group	
Head of Department/Year	
Department/Year SLT Line Manager	
Start & Review Date*	

*Plans for run 6 weeks. Plans can be extended for an additional 6 weeks if targets are not consistently being met or need adjusting.

Context Please use this area to share any details that you feel are relevant.	

Trigger(s) for Informal Support Plan *	
1	
2	

* There must be a minimum of two triggers from the "Unwilling/ unable" outcomes in the stages of staff development.

Key Area of Focus (max. 2)	Target*
1	
2	

*Target must include sufficient detail about specific improvements required (examples below)

Actions and Support (no more than 5 per area of focus)			
Focus 1			
	Action/Support (examples below)	**By when**	**By whom**
1			
2			
3			
4			
5			

Focus 2			
	Action/Support (examples below)	**By when**	**By whom**
1			
2			
3			
4			
5			

Weekly Meetings			
Date	Key Points from Discussion	Reflection on progress towards targets (RAG)	New actions
		Focus 1	Focus 2	

Example Targets
Drop ins and observations report G+ learning behaviour   (Pupils in silence unless otherwise directed, pupils following instructions, pupils in their seats, sanctions being used effectively)   **Drop ins and observations show G+ practice in driving pupil progress**   (AfL used in lessons effectively identifies areas where pupils have not understood, is used to give pupils meaningful and personalised feedback and used to inform next steps in learning)   (Pace of lessons effectively ensures that pupils can successfully meet lesson outcomes)   (Clarity of explanations and purpose of tasks in lessons ensures that pupils can successfully meet lesson outcomes)   (Activities in lessons match lesson outcomes) etc.   **Random book scrutiny (using whole school/department descriptors) shows G+ marking**   (Marking accurately matches grading criteria/ mark schemes, literacy marking in place and pupil work is individualised with meaningful WWW/EBI feedback)

Possible Actions
Explore best practice marking in the department.   Observe other staff (within department, or across the school) with a specific focus.   Review classroom routines and consistency.   Adapt lessons with a specific focus (e.g. to include meaningful AfL, to embed timers)   Film lessons   Update seating plans.   Script explanations/ plan questioning.   Review positioning within class (where teacher stands, and when).   Learn/use student names.   Use sanction system to follow through on clear warnings.

Possible Forms of Support
Joint planning/marking/moderation and feedback.   Additional observations and feedback from HOD/ post-holder, HOY, or SLT line manager.   Paired observations or duty learning looks of other staff.   Paired review of filmed lessons.   Training (DTP Level 2, 3 or 4 and/or external).   Additional department training from HOD/ post-holder.   Provide additional reading material (subject or pedagogical).   Additional duty learning looks by duty teacher (and informal feedback).

Formal support plan information and flow chart

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 workplace 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;

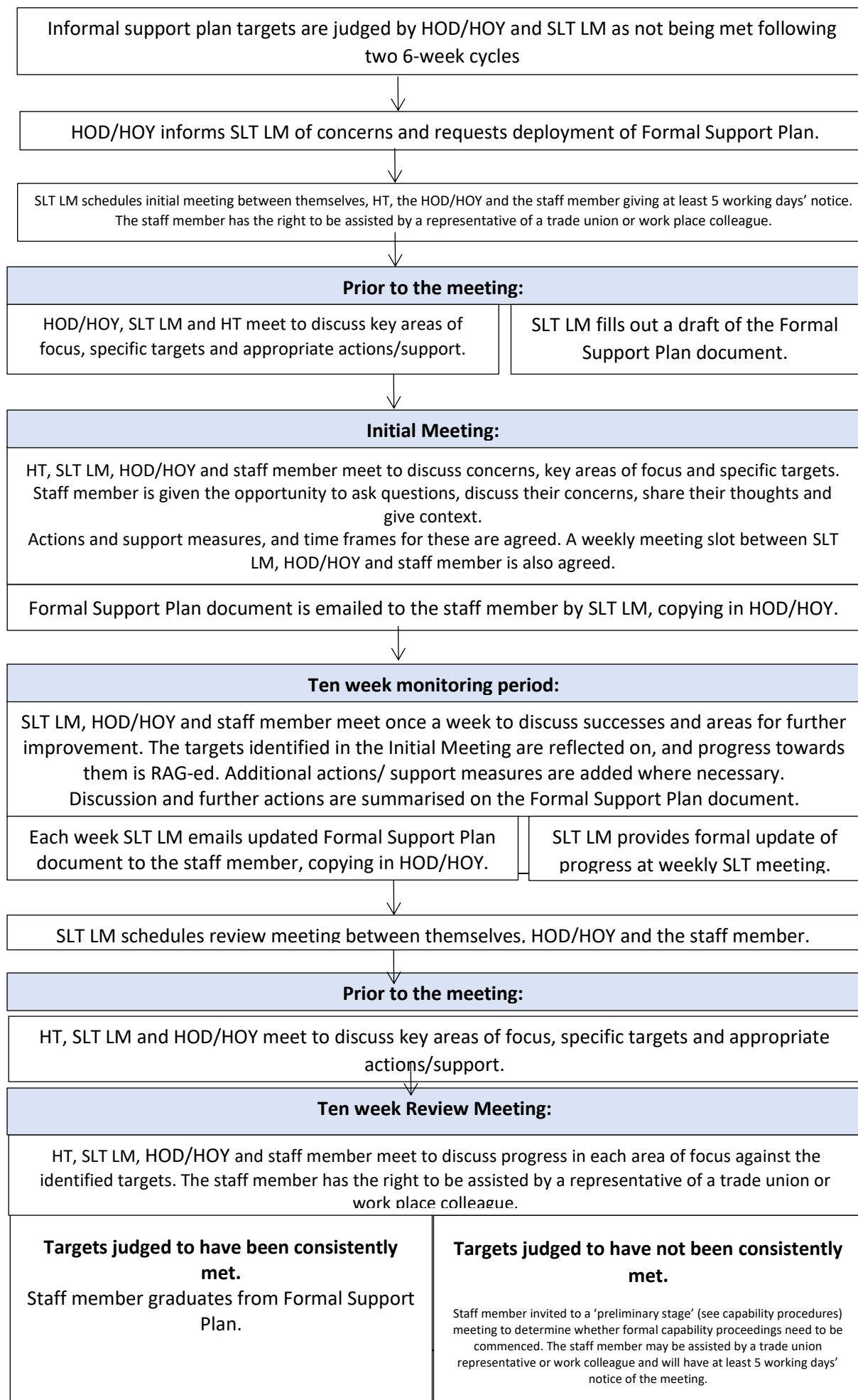•   Explain the implications and process if no – or insufficient – improvement is made.

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.

Formal support plan flow chart

Informal support plan targets are judged by HOD/HOY and SLT LM as not being met following two 6-week cycles

HOD/HOY informs SLT LM of concerns and requests deployment of Formal Support Plan.

SLT LM schedules initial meeting between themselves, HT, the HOD/HOY and the staff member giving at least 5 working days' notice. The staff member has the right to be assisted by a representative of a trade union or work place colleague.

Prior to the meeting:

| HOD/HOY, SLT LM and HT meet to discuss key areas of focus, specific targets and appropriate actions/support. | SLT LM fills out a draft of the Formal Support Plan document. |

Initial Meeting:

HT, SLT LM, HOD/HOY and staff member meet to discuss concerns, key areas of focus and specific targets. Staff member is given the opportunity to ask questions, discuss their concerns, share their thoughts and give context.
Actions and support measures, and time frames for these are agreed. A weekly meeting slot between SLT LM, HOD/HOY and staff member is also agreed.

Formal Support Plan document is emailed to the staff member by SLT LM, copying in HOD/HOY.

Ten week monitoring period:

SLT LM, HOD/HOY and staff member meet once a week to discuss successes and areas for further improvement. The targets identified in the Initial Meeting are reflected on, and progress towards them is RAG-ed. Additional actions/ support measures are added where necessary. Discussion and further actions are summarised on the Formal Support Plan document.

| Each week SLT LM emails updated Formal Support Plan document to the staff member, copying in HOD/HOY. | SLT LM provides formal update of progress at weekly SLT meeting. |

SLT LM schedules review meeting between themselves, HOD/HOY and the staff member.

Prior to the meeting:

HT, SLT LM and HOD/HOY meet to discuss key areas of focus, specific targets and appropriate actions/support.

Ten week Review Meeting:

HT, SLT LM, HOD/HOY and staff member meet to discuss progress in each area of focus against the identified targets. The staff member has the right to be assisted by a representative of a trade union or work place colleague.

| **Targets judged to have been consistently met.** Staff member graduates from Formal Support Plan. | **Targets judged to have not been consistently met.** Staff member invited to a 'preliminary stage' (see capability procedures) meeting to determine whether formal capability proceedings need to be commenced. The staff member may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting. |

Formal support plan

School	
Teacher name	
Department/Year group	
Head of Department/Year	
Department/Year SLT Line Manager	
Start & Review Date*	

*Plans for run 10 weeks. Where targets are judged not to be consistently met by the SLT LM at the end of the 10-week plan, the staff member is invited to a 'preliminary stage' (see capability procedures) meeting to determine whether formal capability proceedings need to be commenced. The staff member may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

Context Please use this area to share any details that you feel are relevant.	

Trigger for Formal Support Plan
Two 6-week cycles of the Informal Support Plan where targets have been judged by the SLT LM and HOD/HOY to be inconsistently met.

Key Area of Focus (max. 2)		**Target***
1		
2		

*Target must include sufficient detail about specific improvements required (examples below)

Actions and Support (no more than 5 per area of focus)			
Focus 1			
	Action/Support (examples below)	**By when**	**By whom**
1			
2			
3			
4			
5			

Focus 2			
	Action/Support (examples below)	**By when**	**By whom**
1			
2			
3			
4			
5			

Weekly Meetings

Date	Key Points from Discussion	Reflection on progress towards targets (RAG)		New actions
		Focus 1	Focus 2	

Example Targets

Drop ins and observations report G+ learning behaviour
(Pupils in silence unless otherwise directed, pupils following instructions, pupils in their seats, sanctions being used effectively)

Drop ins and observations show G+ practice in driving pupil progress
(AfL used in lessons effectively identifies areas where pupils have not understood, is used to give pupils meaningful and personalised feedback and used to inform next steps in learning)
(Pace of lessons effectively ensures that pupils can successfully meet lesson outcomes)
(Clarity of explanations and purpose of tasks in lessons ensures that pupils can successfully meet lesson outcomes)
(Activities in lessons match lesson outcomes) etc.

Random book scrutiny (using whole school/department descriptors) shows G+ marking
(Marking accurately matches grading criteria/ mark schemes, literacy marking in place and pupil work is individualised with meaningful WWW/EBI feedback)

Possible Actions

Explore best practice marking in the department.

Observe other staff (within department, or across the school) with a specific focus.
Review classroom routines and consistency.
Adapt lessons with a specific focus (e.g. to include meaningful AfL, to embed timers)
Film lessons.
Update seating plans.
Script explanations/ plan questioning.
Review positioning within class (where teacher stands, and when).
Learn/use student names.
Use sanction system to follow through on clear warnings.
Possible Forms of Support
Joint planning/marking/moderation and feedback.
Additional observations and feedback from HOD/ post-holder, HOY, or SLT line manager.
Paired observations or duty learning looks of other staff.
Paired review of filmed lessons.
Training (DTP Level 2, 3 or 4 and/or external).
Additional department training from HOD/ post-holder.
Provide additional reading material (subject or pedagogical).
Additional duty learning looks by duty teacher (and informal feedback).

Appendix 14

Performance Evaluation and Development 2024-25

Name	
Post / Role	
Department	
Reviewer	

Reviewer summary and recommendations for future professional development	Mid-year:
	End of year:

Professional Development & Pedagogy

1.3: Leadership and Management (Staff Development and Resources)	
Objective	To engage in professional development which supports continuous improvement in my teaching, leading to improved student learning experiences. *Insert individual objective chosen from menu*
Outcome	Participation in the Coaching Programme Attendance at Trust Conferences and Friday Afternoon Training* Completion of all Performance Evaluation and Development paperwork *Insert individual outcome(s) chosen from menu*

* PT staff not working on Fridays should keep a log of other research, reading and/or training they have engaged (recommend minimum 2 hours / half term)

Whole school development priorities

What strategies have you found most effective with disadvantaged students / E&D cohort?	
Mid-year:	End of year:

How has your practice in AfL / oracy developed this year? What has the impact been?	
Mid-year:	End of year:

Professional Development Menu

Reflect on progress made towards your chosen menu objective	
Mid-year:	End of year:

Personal Professional Development

What areas of your practice have improved this year through coaching and the DTP? *You may want to include additional professional development which you would like to celebrate*	
Mid-year:	End of year:

What areas of practice will you focus on developing next?	
Mid-year:	End of year:

Do you have medium term plans or career aspirations that you would like to share/discuss?	
Mid-year:	End of year:

Personal fulfilment

How do your values align with the values of the school/Trust? How does what you do in the day-to-day fulfil you?	
Start of year:	Mid-year:

What do your colleagues appreciate about you?	
Mid-year:	

Every vocation has pressurised periods. How do you prepare for these periods in order to manage them well?	
Start of year:	Mid-year:

Classroom Teacher Analysis

1.1: Progress (Curriculum & Assessment)	
Objective	To ensure that my delivery of the department curriculum and assessments supports pupil progress in my classes
Outcome	% of students meeting their end of year target meets Trust expectations (in my classes)

Years 7-9, 12, 13	< 55%	55% - 64%	65% - 74%	≥ 75%
Years 10-11	< 45%	45% - 54%	55% - 64%	≥ 65%

Insert PowerBI Teacher front page snip following Q2

Reflect on actions you have taken since looking at your classes Q2 results. Which have worked? How do you know? What has been the impact? What will your next steps be?
Mid-year:

Learning Behaviour	Mid-year:
Classes average: Use of conduct systems and Core Classroom Routines with classes enables progress and supports self-regulation.	

Never	Sometimes	Mostly	Always

Insert PowerBI Teacher front page snip following Q4

What were your key successes with students in your classes last year? *Comment on key cohorts*
End of year:
What can you carry forward from last year, for this year?
End of year:

Progression Analysis

1.2: Progression (Pastoral and Wider Learning)	
Objective	To ensure that my delivery of the pastoral curriculum and systems supports pupil progress and progression in my tutor group
Outcome	85% of tutor group stay at stage 0 or 1 of pastoral stages. Tutor group attendance is 96% or better. Tutor group punctuality is 98% or better. % engagement in wider learning meets expectations

Pastoral stages	< 80%	80% - 84%	85% - 89%	≥ 90%
Attendance	< 92%	92% - 93%	94% - 95%	≥ 96%
Punctuality	< 94%	94% - 95%	96% - 97%	≥ 98%
Wider Learning				

Insert PowerBI Tutor front page snip following Q2

Reflect on actions you have taken with your high-risk tutees since looking at their Q2 data. Which have worked? How do you know? What has been the impact? What will your next steps be?
Mid-year:

Insert PowerBI Tutor front page snip following Q4

What were your key successes with the students in your tutor group last year? *Comment on key cohorts*
End of year:
What can you carry forward from last year, for this year?
End of year:

Professional Standards

Policies and Processes	Mid-year	End of year
Number of coaching cycles completed (as a coach)		
Number of Duty Looks completed (where applicable)		
Do you follow pastoral routines (as outlined in TCEAT policies)?	X / ✓	X / ✓
Do you follow T&L routines (as outlined in TCEAT policies)?	X / ✓	X / ✓
Do you follow routine milestones for your role?	X / ✓	X / ✓
Have you completed compulsory Flick Learning training courses?	X / ✓	X / ✓
Are you/have you been on a support plan in this quarter?	X / ✓	X / ✓
Are you continuing to meet the Teachers Standards at the appropriate level for the stage of your career (M scale/UPS)?	X / ✓	X / ✓
Number of days absent		

	Unable/unwilling to use T&L principles / TS	Learning to use whole school systems, T&L principles / TS	Improving in use of whole school systems, T&L principles and TS	Consistently using whole school systems, T&L principles and meeting TS	Confidently and consistently using whole school systems, T&L principles and TS	Exemplifying whole school systems, T&L principles and meeting TS in a sustained and substantial way	Leading, creating and innovating around the whole school systems, T&L principles and TS
Outcomes	Progress of classes is RI/CFC and/or at odds with department.	Progress of classes often RI/CFC and/or at odds with department.	Progress of classes is variable and may be RI.	Progress of classes mostly good.	Progress of classes mostly good+ and/or bucks trend of department.	Progress of classes consistently good & often outstanding and/or bucks trend of department.	Progress of classes consistently outstanding.
	Lessons not sufficiently adapted to classes.	Lessons may not be sufficiently adapted to classes.	Individual lessons have mostly been adapted to suit the needs of the class.	Individual lessons have been adapted to suit the needs of the class.	Individual lessons have been carefully adapted to suit the needs of the class.	Individual lessons have been skilfully adapted to suit the needs of the class.	Individual lessons have been skilfully adapted to suit the needs of the class; may be used to train others.
	Recent DLL raise concerns over the impact of school systems not being routinely and/or effectively used.	Recent DLL show school systems are not routinely and/or effectively used.	Recent DLL show school systems are not used consistently.	Recent DLL show school systems are used consistently.	Recent DLL show school systems are used consistently and impact positively on student outcomes.	Recent DLL show school systems are used consistently and have a sustained positive impact on student outcomes.	Recent DLL show school systems are used consistently and highly effectively to have a sustained positive impact on student outcomes.
	Department and/or whole school book scrutiny raises concerns over the impact of whole school & department expectations not being met.	Department and whole school book scrutiny show whole school & department expectations not being met.	Department and whole school book scrutiny show whole school & department expectations are largely being met.	Department and whole school book scrutiny show whole school & department expectations being met consistently.	Department and whole school book scrutiny show whole school & department expectations being met consistently to a high standard.	Department and whole school book scrutiny show whole school & department expectations are met to an exemplary standard.	Department and whole school book scrutiny show whole school & department expectations are met to an exemplary standard; may be used to train others.
	Support (e.g. from mentor/HOD/SLT) has not resulted in expected improvement.	Support (e.g. from mentor/HOD/SLT) is consistently leading to improvement.					
	Conduct data indicates concerns.	Conduct data may indicate concerns.	Conduct data varies significantly across different classes.	Conduct systems applied consistently and effectively to complement classroom practice, resulting in mainly/consistently positive conduct data.		Conduct systems integrated into T&L practices, resulting in mainly/consistently positive conduct data.	Conduct systems integrated into T&L practices, and can be used as a model for others, resulting in mainly/consistently positive conduct data.
	Student/parent voice raises concerns which have merit and are serious enough to warrant recourse.	Where student/parent voice raises concerns, teacher is able to address and resolve with support from HOD/HOY/SLT.	Where student/parent voice raises concerns, teacher is able to address and resolve with advice from HOD/HOY.				
	Whole school routines/systems/duties not followed.	Whole school routines/systems/duties are followed inconsistently	Whole school routines/systems/duties are almost always followed.	Whole school routines/systems/duties are followed consistently.	Whole school routines/systems/duties are followed consistently and effectively.	Whole school routines/systems/duties are followed consistently and effectively, with high impact.	Whole school routines/systems/duties are followed consistently and effectively, with high impact; can be used to train others.
	Single, sufficiently serious incident has occurred.						
Activities/contribution to development of others	Where involved in wider learning, is overstretched.	Where involved in wider learning, may be overstretched.	Supports with wider learning offer.	Contributes to department wider learning offer.	Contributes significantly to department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer; trains/supports others to do the same.
				Contributes to department/year team CPD.	Delivers department/year team/whole school CPD	Designs and delivers whole school CPD	Designs and delivers whole school and Trust CPD
				Contributes to the development of SOW.	Contributes significantly to the development of SOW.	Designs SoW/resources and trains/supports others to do so.	Design whole curricula and associated SOW/resources and trains/supports others to do so.
				Contributes to informal support plans for peers.	Leads informal support plans.	Leads informal support plans and/or contributes to formal support plans.	Leads formal and informal support plans.
			Sometimes works with trainees as a classroom teacher or Form Tutor	Often works with trainees as a classroom teacher or Form Tutor	Acts as mentor/coach (but may need support with this)	Acts as mentor/coach	Trains mentors/coaches and/or contributes to coaching programme training resources (e.g. PAS actions)
				Member of working parties as appropriate.	Contributes to working parties.	Significant contribution to working parties.	Lead working parties.
				Delivers DTP Level 1-2 sessions, with more experienced colleague.	Delivers DTP Level 1-3 sessions.	Delivers DTP Level 1-4 sessions.	Delivers DTP Level 1-5 sessions.
			Featured in T&L newsletter.	Frequently featured in T&L newsletter.	Contributes to T&L newsletter (e.g. writing a section).	Proactively/regularly contributes to T&L newsletter.	Takes lead role in creation of T&L newsletter.
				Some classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	Wide range of classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors. Filmed/interviewed for T&L resources.
Training/support engaged with	Attends DTP sessions (likely Level 1). (ECT) does not fully engage with ECF.	Attends DTP sessions (likely Level 2).	Attends DTP sessions (likely Level 2 and/or 3).	Attends DTP sessions (likely Level 3).	Attends DTP sessions (likely Level 3 and/or 4).	Attends DTP sessions (likely Level 4).	Attends DTP sessions (likely Level 4 or 5).
	Multiple classes added to Duty Learning Look rota.	Some classes added to Duty Learning Look rota.	One or two classes added to Duty Learning Look rota.		Observes classes on Duty Learning Look rota and/or Carries out department lesson sampling.	Observes classes on Duty Learning Look rota and leads department lesson sampling.	Leads department lesson sampling and visits other outstanding departments/ schools to observe good practice.
	Participates in Coaching Programme. Regularly observes strong practitioners within/outside of subject area with another member of staff, with a focus.	Participates in Coaching Programme or is engaged in ECF. Regularly observes strong practitioners within/outside of subject area, with a focus.	Actively participates in Coaching Programme	Actively participates in Coaching Programme, and makes changes in practice as a result.		Actively participates in Coaching Programme, and makes changes in practice as a result; supports others to do the same	
				Undertakes a department-level personal development project.		Undertakes a whole school personal development project.	Undertakes a significant whole school personal development project.
	Participates in reading/discussion group.	Participates in reading/discussion group.	Actively participates in reading/discussion group.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same
	Attends Trust conference.	Participates positively in Trust conference.	Actively participates in Trust conference.	Actively participates in Trust conference, and makes changes in practice as a result.		Actively participates in Trust conference, and makes changes in practice as a result; supports others to do the same	
	Attends ELP events.	Attends appropriate ELP events.	Actively participates in appropriate ELP events	Actively participates in appropriate ELP events, and makes changes in practice as a result.		Actively participates in ELP training and networks, and makes changes in practice as a result; supports others to do the same.	Runs ELP training and networks.
	Informal support plan. Competency proceedings.	Support from HOD/HOY/line manager.					

department expectations not being met.		expectations are largely being met.		met consistently to a high standard.		an exemplary standard; may be used to train others.
Support (e.g. from mentor/HOD/SLT) has not resulted in expected improvement.	Support (e.g. from mentor/HOD/SLT) is consistently leading to improvement.					
Conduct data indicates concerns.	Conduct data may indicate concerns.	Conduct data varies significantly across different classes.	Conduct systems applied consistently and effectively to complement classroom practice, resulting in mainly/consistently positive conduct data.		Conduct systems integrated into T&L practices, resulting in mainly/consistently positive conduct data.	Conduct systems integrated into T&L practices, and can be used as a model for others, resulting in mainly/consistently positive conduct data.
Student/parent voice raises concerns which have merit and are serious enough to warrant recourse.	Where student/parent voice raises concerns, teacher is able to address and resolve with support from HOD/HOY/SLT.	Where student/parent voice raises concerns, teacher is able to address and resolve with advice from HOD/HOY.				
Whole school routines/systems/duties not followed.	Whole school routines/systems/duties are followed inconsistently	Whole school routines/systems/duties are almost always followed.	Whole school routines/systems/duties are followed consistently.	Whole school routines/systems/duties are followed consistently and effectively.	Whole school routines/systems/duties are followed consistently and effectively, with high impact.	Whole school routines/systems/duties are followed consistently and effectively, with high impact; can be used to train others.
Single, sufficiently serious incident has occurred.						

Activities/contribution to development of others

Where involved in wider learning, is overstretched.	Where involved in wider learning, may be overstretched.	Supports with wider learning offer.	Contributes to department wider learning offer.	Contributes significantly to department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer.	Leads department and/or whole school wider learning offer; trains/supports others to do the same.
			Contributes to department/year team CPD.	Delivers department/year team/whole school CPD	Designs and delivers whole school CPD	Designs and delivers whole school and Trust CPD
			Contributes to the development of SOW.	Contributes significantly to the development of SOW.	Designs SoW/resources and trains/supports others to do so.	Design whole curricula and associated SOW/resources and trains/supports others to do so.
			Contributes to informal support plans for peers.	Leads informal support plans.	Leads informal support plans and/or contributes to formal support plans.	Leads formal and informal support plans.
		Sometimes works with trainees as a classroom teacher or Form Tutor	Often works with trainees as a classroom teacher or Form Tutor	Acts as mentor/coach (but may need support with this)	Acts as mentor/coach	Trains mentors/coaches and/or contributes to coaching programme training resources (e.g. PAS actions)
			Member of working parties as appropriate.	Contributes to working parties.	Significant contribution to working parties.	Lead working parties.
			Delivers DTP Level 1-2 sessions, with more experienced colleague.	Delivers DTP Level 1-3 sessions.	Delivers DTP Level 1-4 sessions.	Delivers DTP Level 1-5 sessions.
		Featured in T&L newsletter.	Frequently featured in T&L newsletter.	Contributes to T&L newsletter (e.g. writing a section).	Proactively/regularly contributes to T&L newsletter.	Takes lead role in creation of T&L newsletter.
			Some classes identified as appropriate for observation by trainees/ new staff/ staff receiving support/ external visitors.	Wide range of classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors.	All classes identified as appropriate for observation by trainees/ new staff/ staff receiving support / external visitors. Filmed/interviewed for T&L resources.

Training/support engaged with

Attends DTP sessions (likely Level 1). (ECT) does not fully engage with ECF.	Attends DTP sessions (likely Level 2).	Attends DTP sessions (likely Level 2 and/or 3).	Attends DTP sessions (likely Level 3).	Attends DTP sessions (likely Level 3 and/or 4).	Attends DTP sessions (likely Level 4).	Attends DTP sessions (likely Level 4 or 5).
Multiple classes added to Duty Learning Look rota.	Some classes added to Duty Learning Look rota.	One or two classes added to Duty Learning Look rota.		Observes classes on Duty Learning Look rota and/or Carries out department lesson sampling.	Observes classes on Duty Learning Look rota and leads department lesson sampling.	Leads department lesson sampling and visits other outstanding departments/ schools to observe good practice.
Participates in Coaching Programme. Regularly observes strong practitioners within/outside of subject area with another member of staff, with a focus.	Participates in Coaching Programme or is engaged in ECF. Regularly observes strong practitioners within/outside of subject area, with a focus.	Actively participates in Coaching Programme	Actively participates in Coaching Programme, and makes changes in practice as a result.		Actively participates in Coaching Programme, and makes changes in practice as a result; supports others to do the same	
				Undertakes a department-level personal development project.	Undertakes a whole school personal development project.	Undertakes a significant whole school personal development project.
Participates in reading/discussion group.	Participates in reading/discussion group.	Actively participates in reading/discussion group.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result.	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same	Actively participates in reading/discussion group, and makes changes in practice as a result; supports others to do the same
Attends Trust conference.	Participates positively in Trust conference.	Actively participates in Trust conference.	Actively participates in Trust conference, and makes changes in practice as a result.		Actively participates in Trust conference, and makes changes in practice as a result; supports others to do the same	
Attends ELP events.	Attends appropriate ELP events.	Actively participates in appropriate ELP events	Actively participates in appropriate ELP events, and makes changes in practice as a result.		Actively participates in ELP training and networks, and makes changes in practice as a result; supports others to do the same.	Runs ELP training and networks.
Informal support plan. Competency proceedings.	Support from HOD/HOY/line manager.					