

PERFORMANCE MANAGEMENT POLICY

Policy Adopted: 19 September 2013

**Date of Next Review:
Summer 2014**

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The Governing Body of St Wilfrid's Catholic College adopted this policy on 19 September 2013.

It will review it in the Summer Term 2014 if substantial changes to the policy are intended then the normal consultation process will be adhered to.

1 Purpose

From our Christian perspective as a voluntary aided Roman Catholic comprehensive school we believe that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law. This belief underpins our approach to performance management and therefore commits us to encourage all our community, staff and pupils alike, to grow towards human wholeness.

St Wilfrid's aims to meet this responsibility by:

- Affirming, consolidating and celebrating the achievements of our staff.
- Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense.
- Supporting staff in this process in a positive manner, by integrating Performance Management, Monitoring and Staff Development into an efficient and coherent system.
- St Wilfrid's will therefore seek to ensure that the legal requirements of performance management are fulfilled in a manner which reflects our beliefs and the values of our school as expressed in our mission statement

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

2 Application of the policy

- 2.1 The policy covers performance management and applies to the Head Teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.
- 2.3 This policy should be read in conjunction with the St Wilfrid's RC College Pay Policy and the School Teachers' Pay and Conditions Document 2013.

3 Teacher Performance management

- 3.0.1 Performance management in our 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.

3.1 The performance management period

3.1.1 Teachers Standards Part One

Each teacher's performance should be assessed against the Teachers' Standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience. The three stages described by DfE (NQT, mid-career and more experienced practitioners) are not rigid career stages, but examples of different levels of experience that teachers might have. Schools will naturally have higher expectations of their experienced teachers than they will of their NQTs.

- 3.1.2 The performance management period will run for twelve months from 1 September to 31 August. The appraiser will be responsible for reflecting on the teacher standards (Appendix A) against Part One of the national standards by no later than 31 October in each performance management period.

There is no requirement to record detailed assessments against each of the Teachers' standards and bullets.

Should a teacher wish to complete their own self review against the standards, self review sheets are attached at (Appendix A) however it is important to note that this is a **voluntary** exercise as there is no statutory requirement for a teacher to complete a self review against the standards. Appendix B presents these standards applied to different levels of experience (as compiled by a staff working party), and some teachers may wish to self review against these, however, there is no requirement to do so.

- 3.1.3 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.

3.2 Appointing appraisers

- 3.2.1 The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.
- 3.2.2 In this school the task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of three governors. They will be advised by the external Adviser.
- 3.2.3 The Head Teacher will decide who will appraise other teachers. In our school this will normally be a Head of Department or member of the Senior leadership team, or other appropriate person with line management responsibility.

3.3 Objecting to an appraiser

3.3.1 Head Teacher

Where the Head Teacher is of the opinion that any of the Governors appointed is unsuitable for professional reasons to act as his appraiser, he may submit a written request for that Governor to be replaced, stating those reasons.

3.3.2 Teachers

The choice of appraiser is for the Head Teacher to make. Where a teacher is of the opinion that the person to whom the Head Teacher has delegated the appraiser's duties is unsuitable for professional reason s/he may submit a written request to the Head Teacher for that appraiser to be replaced, stating those

reasons.

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

If the 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 Head Teacher or SLT Link is not the appraiser, the Head Teacher/SLT Link may undertake the role of appraiser.

See also section on Teachers Experiencing Difficulties.

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

3.4 Setting objectives

- 3.4.1 The, Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant Head Teacher standards.
- 3.4.2 Objectives for each teacher, including the Head Teacher, will be set before, or as soon as practicable after, the start of each performance management period. The objectives set for each teacher will be linked to the relevant standards, and will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the performance management statement. Objectives should be reviewed and may be revised if circumstances change.
- 3.4.3 The objectives set for each teacher, including the Head Teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school.
- 1. Pupil progress (see HOD)
 - 2. Personal Target linked to Teaching and Learning (see development plan)
 - 3. Ethos Target

For most teachers the whole school objective will be based on pupil progress, for a HOD the progress of the department and for Senior Team relevant whole school progress targets.

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. Teachers may choose voluntary objectives.

3.4.5 Before, or as soon as practicable after, the start of each performance management period, each teacher will discuss with their appraiser the standards linked to their objectives which that teacher's performance in that performance management period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. Assessments will also be conducted (if appropriate) against

- Upper Pay Spine
- SENCO standards

3.4.6 The Head Teacher will be responsible for ensuring that the performance management process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.5 Reviewing performance

3.5.1 Observation

This school believes that observation of classroom and leadership practice is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with QTS.

3.5.2 Formal Lesson Observation

Teachers will have up to a maximum of three observations for a total of three hours of lesson observations (unless concerns exist) in the course of the performance management cycle. However, if a member of staff meets their standards after the first formal observation then there will be no need to conduct

the other two scheduled observations unless they are requested by the member of staff.

One member of staff will provide the judgment and the other member of staff moderates the judgment. Oral feedback will be given as soon as possible after the end of the lesson and ideally within 48 hours after the observation; written feedback will be provided within 5 working days

Performance management target setting and reviews will be within directed time for all staff. Feedback, post observation of approximately twenty minutes will be directed time also by mutual agreement.

- 3.5.3 Where teachers are involved in other developmental observations (some of which may be voluntary), for example on a specific teaching and learning development, it may be possible to include these observations, instead of the formal performance management observations, as long as the appropriate record is taken and at the discretion of the Head Teacher.

3.5.4 **Formal Observation of Leadership practice**

Leaders will have up to three hours of leadership observations in the course of the performance management cycle. These will not be in addition to the three hours of lesson observations.

3.5.5 **Voluntary Request for additional observations – teacher experiencing difficulties**

Teachers experiencing difficulties can, if they wish, as part of the appropriate support offered during this stage of the performance management process voluntarily request additional classroom observations.

3.6 **Other Evidence**

- 3.6.1 Other evidence will be used to support the performance management process such as analysis of pupil progress, work scrutiny, surveys, scrutiny of planning and evaluation records and participation in whole school life (in line with an individual's job description). This will be highlighted in the performance management planning document.

3.7 Feedback

- 3.7.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required including CPD.
- 3.7.2 Where, following the review against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed discussed via a support.

3.8 Development and support

- 3.8.1 Performance management is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on "Setting Objectives" above.
- 3.8.2 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria or overall assessment against the relevant standards where the relevant and appropriate support recorded in the planning statement for a criteria has not been provided

3.9 Movement across a Career Stage and Threshold

- 3.9.1 Movement across a career stage occurs between point 3 and point 4 and movement across a threshold occurs between point 6 and point 7.
- 3.9.2 If a member of staff meets their standards then movement between career stages will be automatic (*if a member of staff is not in capability then that will mean they have met their standards, so will progress as normal*). Movement between the threshold will require evidence, sustained for two consecutive years, of meeting the career threshold expectations outline in Appendix B, at the new stage.
- 3.9.3 Where a teacher is unable to supply this evidence due to maternity leave or illness, the evidence can be taken from the preceding three years.
- 3.9.4 Providing the evidence for movement across a threshold is the responsibility of the teacher making the application.

3.9.5 Application for movement across a threshold must be made before 31 October of the performance management period that would represent the first year at the new, higher stage.

4 Teachers experiencing difficulties

4.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the performance management process in such a way that the teacher's performance improves and the problem is, therefore, resolved. Teachers who are found not to be meeting standards by the review may be given as many additional objectives as are required to ensure that the most appropriate support can be provided to the Teacher to bring standards up to the expected level.

4.2 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.

4.3 If an appraiser identifies through the performance management process, or via other sources of information, 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 performance management process, meet the teacher to:

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

- 4.4 The teacher's progress will continue to be monitored as part of the performance management 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 no more than 12 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.
- 4.5 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 performance management process will continue as normal.

5 Transition to capability

- 5.1 If the appraiser is not satisfied with progress a discussion will take place with the Head Teacher. The teacher will be notified in writing by the Head Teacher that the performance management system will no longer apply and that their performance will be managed under the School's capability procedure. This will immediately trigger the commencement of the School's capability procedure.

6 Annual assessment

- 6.1 Each teacher's performance will be formally assessed in respect of each performance management period. In assessing the performance of the head teacher, the governing body will consult the external adviser.
- 6.2 This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of
- Lesson observations
 - Planning and work scrutiny
 - Mid-cycle review meeting with appraiser
 - Observation / scrutiny of leadership and management activities where appropriate
 - Other feedback obtained during the cycle relevant to the teacher's overall performance, for example attainment and progress data.

- 6.3 The teacher will receive as soon as practicable following the end of each performance management period and have the opportunity to comment in writing on a written performance management report.

The performance management report will include:

- details of the teacher's objectives for the performance management period in question;
 - an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is relevant.(N.B –pay recommendations need to be made by 31 December for Head Teachers and Heads of school, and by 31October for and other teachers)
 - objectives for the following performance management period
- 6.4 The assessment of performance and of training and development needs will inform the planning process for the following performance management period.
- 6.5 Other than for the head teacher, any recommendations on pay will be referred to the Head Teacher before being referred on to the pay committee of the Governing Body.

7 Appeals

- 7.1 Appraisees have a right of appeal against any of the entries in the written performance management report. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Head Teacher will notify any teacher who has not been recommended for pay progression of the date when the Governors meet 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.

Details of the appeal process are covered in the school pay policy.

8 Confidentiality

- 8.1 Access to the written performance management report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

9 Equality and consistency

- 9.1 As outlined in paragraph 3.4.6 above, the Head Teacher will have overall responsibility for the quality assurance of the performance management process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Head Teacher will delegate responsibility for monitoring consistency and equality of application to the SLT Links for each department.
- 9.2 The Head Teacher will be responsible for reporting annually to the Governors on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation including making any reasonable adjustments.

10 Retention of statements

- 10.1 The school will ensure that all written performance management records are retained in a secure place for six years and then destroyed.

Appendix A National Standards

TEACHERS' STANDARDS VOLUNTARY SELF REVIEW AND PROFESSIONAL DEVELOPMENT OBJECTIVE
PLANNER - CONFIDENTIAL

NAME..... PAY POINT..... DATE.....

| Standard | +* | -* |
|--|----|----|
| <p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p> | | |
| <p>1.2. Promote good progress and outcomes by pupils</p> <p>1. Be accountable for pupils' attainment, progress and outcomes</p> <p>2. Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>3. Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</p> | | |
| <p>1.3. Demonstrate good subject and curriculum knowledge</p> <p>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p> <p>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> | | |

*+ area where you may be able to help others; - area where you may need help from others

| Standard | + | - |
|--|---|---|
| <p>1.3(cont'd)</p> <ol style="list-style-type: none"> 3. 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | | |
| <p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | | |
| <p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. 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 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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 | | |

*+ area where you may be able to help others; - area where you may need help from others

| Standard | + | - |
|--|---|---|
| <p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | | |
| <p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. 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 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary | | |
| <p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being | | |

*+ area where you may be able to help others; - area where you may need help from others

| | | |
|--|-----|-----|
| <p>Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p> | +** | -** |
| <p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p> | | |
| <p>Preamble</p> | +** | -** |
| <ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils | | |

** + performance in line with expectations - performance may be below expectations

Appendix B National Standards Career Stage Expectations

TEACHER STANDARDS CAREER STAGE EXPECTATIONS – ST WILFRID’S CATHOLIC COLLEGE

Confidential

INITIAL ASSESSMENT AND AUDIT

Name Pay Point Date Self/School Assessment

| Professional Area | Relevant Standards | Point 1 - 3 | Point 4 - 6 | Point 7 – 9 (UPS 3) | + |
|--|--|---|---|---|---|
| PROFESSIONAL PRACTICE | 1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble | Teaching is generally good or better; some specific areas require improvement. | Teaching is generally good; some is outstanding | Teaching is good; much is outstanding | |
| Standards for Professional Dialogue | | | | | |
| PROFESSIONAL OUTCOMES | 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble | Most pupils achieve in line with school expectations, informed by prior attainment data | Almost all pupils achieve in line with school expectations, informed by prior attainment data; some exceed them | Almost all pupils achieve in line with school expectations, informed by prior attainment data; many exceed them | |
| Standards for Professional Dialogue | | | | | |

| Professional Area | Relevant Standards | Point 1 - 3 | Point 4 - 6 | Point 7 – 9 (UPS 3) | + |
|--|---|--|---|---|---|
| PROFESSIONAL RELATIONSHIPS | 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble | <p>Teachers have positive working relationships with pupils, colleagues and parents. These are focussed on improving provision for pupils</p> <p><i>Membership of R and D group</i></p> <p><i>Taking study support</i></p> <p><i>Attending Voluntary T&L sessions</i></p> <p><i>Contributing to feedback sessions within Dept / House / IAG team</i></p> <p><i>Supporting extra-curricular activities,</i></p> | <p>Professional relationships with pupils, colleagues and staff lead to excellent provision within and sometimes outside of the classroom</p> <p><i>Leading extra-curricular activities,</i></p> <p><i>Taking supportive / coaching role within SGP,</i></p> <p><i>Developing teaching resources for IAG team</i></p> <p><i>Cascading from R & D to dept.</i></p> <p><i>Plans and delivers Family Learning sessions</i></p> | <p>Plays a proactive role in key stage, departmental or school-wide teams to improve provision and outcomes</p> <p><i>Taking a leading role in R&D group</i></p> <p><i>Organising appraising / support within department</i></p> <p><i>Taking responsibility for a series of lessons within IAG</i></p> <p><i>Pupil appraising within dept.</i></p> <p><i>Feeding back / presenting to staff from R&D</i></p> <p><i>Appraising trainee / student teachers</i></p> <p><i>Sustained and significant contribution to extra-curricular activities</i></p> | |
| Standards for Professional Dialogue | | | | | |

| Professional Area | Relevant Standards | Point 1 - 3 | Point 4 - 6 | Point 7 – 9 (UPS 3) | + |
|--|--|---|--|--|---|
| PROFESSIONAL DEVELOPMENT | 1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble | Able, to identify key professional development needs and respond to advice and feedback. Takes a proactive role in accessing relevant support and professional development from colleagues <i>Effectively completes self- audit and develops practice accordingly</i> <i>Attends voluntary T&L and develops practice accordingly</i> | A competent practitioner able to keep up-to-date with changes in pedagogy and adapt practice accordingly <i>Takes leading role in SGP, regularly contributes ideas in dept meetings</i> <i>Takes a significant role in R& D groups</i> | Plays a proactive role in leading the professional development of key stage or departmental colleagues. May lead professional development of colleagues across the whole school <i>Presents at whole-school training events / Leads R & D group</i> <i>Supports colleagues through SGP and more informal processes e.g. sharing resources, inviting others in to observe</i> | |
| Standards for Professional Dialogue | | | | | |
| PROFESSIONAL CONDUCT | 1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble | Meets all standards <i>Maintains pastoral routines with tutor group, classes and other groups</i> | Meets all standards <i>Provides extra pastoral support to a pupil / family Member of the Ethos group / Global group</i> | Meets all standards <i>Works with outside agencies to develop ethos e.g. parishes, Cluster, parent groups</i> | |
| Standards for Professional Dialogue | | | | | |

Part 2 Personal and Professional Conduct

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

As these provide the foundation for the professionalism of the teacher, they must all be met throughout all stages of the teacher's career.

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

- 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position**
- 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions**
- 3. Showing tolerance of and respect for the rights of others**
- 4. 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**
- 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law**

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

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

Preamble

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

