



Performance Management Policy

Aim of The Langley Academy Trust

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

This policy is linked with:

- Equality Policy
- Capability Policy
- Pay Policy
- Staff Discipline Policy
- Whistle Blowing Policy

Policy statement

Performance Management means shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit students/children, teachers and the Trust. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession. In short, effective Performance Management is about a logical chain of procedures which place continuous professional development at the heart of schools planning for improvement.

We want to improve performance by developing the effectiveness of teachers and support Staff, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect students and children to achieve. That is why Performance Management is important.

This policy is intended to underpin our Performance Management process to ensure that all staff experience fairness and that there is consistency of treatment between those teachers/ support Staff with similar levels of responsibility or experience. It applies to the Executive Principal and to all teachers/support Staff employed by the Academy Trust except staff on supply contracts, those training to be teachers and those who are the subject of capability procedures.

There are no national Performance Management regulations which apply to support staff and there is no national agreement on Performance Management with support staff unions. However, it is our belief that all staff at The Langley Academy Trust are entitled to have a positive annual review where progress is assessed and acknowledged and objectives for continued professional and personal progress are set. Therefore all staff will be trained in Performance Management as the need arises and all new teachers and support staff who join The Langley Academy Trust will be briefed on them as part of their introduction to the Trust Academies.

The Trust and Local Governing Bodies are committed to ensuring consistency of treatment in the operation of Performance Management. To this end, the Executive Principal has determined that he will delegate the reviewer role for some or all teachers/ staff for whom he is not the Line Manager. In these circumstances the Executive Principal will liaise with the staff responsible for Performance Management, to moderate a sample of

Professional Objectives of teachers and support Staff to ensure that they comply with The Trust's Performance Management Policy and the regulations and the requirements of equality legislation.

Implementation

We will implement our Performance Management arrangements as follows:

All Performance Management recording carried out on Blue Sky.

- It will be fair. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- It will be based on the principle of Equal Opportunity. All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed
- We will use Teacher Career Expectations' that have been agreed by all the members of the Slough Association of Secondary Head teachers. These are used in conjunction with the DfE's publication 'Teachers Standards' May 2012 on which they are based
- The Executive Principal, Head teachers' and Vice Principals' performance is measured by The National Standard for Head teachers
- The Senior Leadership Team's performance is measured against The Trust's Leadership Standards.
- Support staff's performance is measured against the Trust's support staff standards
- An overarching aim of the expectations is to support professional development of teachers and support Staff throughout their careers. The focus is on progression, therefore staff who has been in the profession/role for a number of years, and is paid more as a result, are expected to perform at a higher standard than those at the beginning of their career
- The expectations will be used holistically to make a professional judgement about how an individual member staff is performing
- One point will be awarded for each year of successful Performance Management using the Career Expectations document (teachers)
- One point per year will be awarded to support Staff within the pay band for which their role relates for each year of successful Performance Management
- The Trust may decide not to award a performance point when a teacher/ staff member has not met the standards required as part of the Career Expectations
- The 'Professional Conduct' expectation is non-negotiable

Probation period for new staff

New staff are subject to a probationary period of six months. During this time their performance will be assessed by their Line Manager in terms of general performance against the requirements of the job description.

Staff who are on probation will have at least one review meeting after three months to assess their progress and then a final review meeting after six months. Teachers will have a formal observation of their teaching practice in this time. At the final meeting a decision will be made by the Line Manager from the following three options:

- Pass the probation: the Staff member then moves to a permanent contract
- Extend the probation: where there are concerns over performance it is possible to extend the probationary period for up to a further six months (a total of a year)
- Fail the probation: the staff member leaves the Academy with one week's notice unless the Trust agrees otherwise.

Threshold

The arrangements for threshold mean that we assess staff against the National Standards at the main scale and upper pay scales and The Langley Academy Trust Career Expectation Standards. The standards are set out to broaden and deepen the professional attributes, knowledge, understanding and skills of teachers and are therefore seen as harder standards to achieve. Threshold Teachers should be able to act as role models for Teaching and Learning, make a distinctive contribution to raising standards across the Academy or Trust, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. The statutory basis for assessment against the post-threshold standards is contained in the School Teachers' Pay and Conditions Document (STPCD). The full text of the STPCD, including its accompanying statutory guidance, is available on the DfE website at:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012>

In our view this means that teachers need to demonstrate that:

- They have played a proactive role in leading the professional development of other colleagues
- They can demonstrate whole school improvement to improve provision and outcomes
- Their teaching now needs to have elements of outstanding
- They can show that student outcomes are in line with the Academy Trust's expectations and either many, a significant number or almost all students exceed them depending on the scale UPS1-3.

Process for Threshold

- Any teacher eligible to be considered for the Upper Pay Scale must write a letter of interest or e-mail to the Head teacher by the end of September in any PM cycle
- Where a teacher is eligible for and successful at threshold assessment, he or she will be placed on point one of the upper pay scale and the pay will be backdated to 1st September
- Progression on the upper pay scale is not automatic
- The 'Professional Conduct' expectation is non-negotiable.

Support Staff

All staff are subject to the Performance Management Policy. Support staff will use The Langley Academy Trust Bespoke Support Staff Standards, the HLTA, L.S.A Level 1, 2, 3 and 4 standards, The Science Technicians Standards and The Early Years Standards to review their performance. Support Staff will then agree to 3 objectives for the new academic year. The deadline for completion of the PM paperwork is the end of the October half-term

Objective setting

Executive Principal

The Trust will nominate 2 Trustees/Governors on behalf of the TLAT who will review the Executive Principal's performance, along with the School Improvement Partner (or appropriate professional as agreed by the Trust). 4 objectives will then be agreed.

Headteacher

The Executive Principal and the Chair of the LGB will review the Headteacher's performance along with the School Improvement Partner (or appropriate professional as agreed by the Trust). 4 objectives will then be agreed.

All teaching staff other than the Executive Principal and Headteachers

Objectives will have regard to what can reasonably be expected of any teacher in that position and shall take into account the teacher's professional aspirations and any relevant pay progression criteria. Each Academy will provide training to all staff who are progressing through the Upper Pay Scale to ensure that there is clarity as to what needs to be done to pass the Threshold. They should be such that, if they are achieved, they will contribute to improving the progress of students/children and linked to the relevant Academy, Faculty, Key Stage, Year or Pastoral Improvement Plans or the CPD expectation to support the achievement of an objective set.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. If an agreement cannot be reached then the senior teacher in charge of Performance Management will determine the objectives. If an agreement can still not be made then the Headteacher will make the final determination.

The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and time-bound and will be appropriate to the teacher's/ staff member's role and level of experience. Objectives may be revised if circumstances change.

The agreed professional objectives will contain a description of what success may look like.

It should be noted that progress towards an objective can be a clear positive and that objectives can be set which may take longer than one academic year to achieve. There is an opportunity to review an objective as to whether it is realistic at the mid-year review. It may well be that the objective has been met at this point and would need to be changed or that circumstances have changed and the objective needs to be revised accordingly. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher / staff member works and it will be recognized that factors outside of their control may significantly affect success.

The number of objectives set for each teacher/ Staff member will vary depending on their role and level of experience and should be reasonable, taking into consideration workload. Normally this is 4 objectives for a colleague in a leadership role and 3 objectives for all other staff.

The leader in charge of Performance Management 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 or additional practical support. When staff return from a period of extended absence (e.g. maternity leave), objectives may be adjusted to allow them to readjust to their working environment.

Appointment of Reviewers for the Executive Principal/Headteachers

The Trust is the reviewer for the Executive Principal and to discharge this responsibility on its behalf may appoint 2 Trustees/Governors. Where the Executive Principal is of the opinion that any of the Trustees/Governors appointed by the Trust under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Chair of the Trust for that Trustee/Governor to be replaced stating reasons.

Appointment of Academy Improvement Partner or External Advisor

An external viewpoint e.g. Local Authority Improvement Partner or Academy Improvement Partner or other appropriate professional may provide The Langley Academy Trust with advice and support in relation to the management and review of the performance of the Executive Principal/Headteachers.

Appointment of Reviewers for Support Staff and Teachers

As stated in the case where the Executive Principal or Head teacher is not the Staff member's Line Manager, the Executive Principal or Head teacher may delegate the duties imposed upon the reviewer in their entirety, to the Staff member's Line Manager. In this Trust the Executive Principal has decided that they will be the reviewer for those teachers/ Support Staff he/she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant Line Managers for some or all other staff. Where a Staff member has more than one Line Manager the Headteacher will determine which Line Manager will be best placed to manage and review the staff member's performance. Objectives should come from all areas of responsibility.

In all cases each Academy will provide training to those staff who have line management responsibilities. Where a staff member is of the opinion that the person to whom the Head teacher has delegated the reviewer's duties is unsuitable for professional reasons, he or she may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties him/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's Line Manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's Line Manager.

The review meeting will be a professional dialogue between the reviewer and reviewee. Reviewees will play an active part in the meeting making sure they put forward their views about their performance and future development

A Performance Management cycle will not begin again in the event of the reviewer being changed.

The Performance Management Cycle

Evidence

A number of methods will be used to obtain evidence by which to assess a staff member's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the Staff member's Performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role including students' attainment, classroom observations, Quality Assurance and professional conduct.

The one-year Performance Management cycle links with our review of each Academy's Self Evaluation Form and Academy Improvement Plan (AIP). Performance of teachers and support staff must be reviewed on an annual basis. Performance reviews and objectives must be completed for all teachers by the end of the October half term.

The annual cycle runs from September, but where a teacher starts their employment part-way through a cycle the length of the first cycle shall be determined as the time left to run until the start of the next annual cycle commences (i.e. the following September).

Where a teacher/ Staff member transfers to a new post within an Academy part-way through a cycle the Executive Principal/Headteacher or, in the case where the teacher is the Executive Principal, The Trust shall determine whether the cycle shall begin again and whether to change the reviewer.

Recording Performance Management Objectives

The Trust uses Blue Sky as its performance management tool. It provides a record of the organisation improvement targets along with individual performance management targets, observations, Quality Assurance and continuous professional learning (CPL). BlueSky also provides an overview of the performance management and reporting structure. All staff are required to register on BlueSky when they are employed by the Trust. It is expected that, in liaison with their Line manager, all staff will record their performance management targets by the end of the October half-term. These targets will be monitored throughout the year and staff are encouraged to add evidence to show progress towards meeting these targets and any CPD undertaken during the year. All teaching staff / SEND and intervention staff should be observed each year and this should be recorded on Blue Sky.

Notice of meetings

Staff are required to have a minimum of 5 days' notice before Performance Management meetings take place
All staff:

September / October

- Reviewee ensures all evidence and CPL activities are uploaded to Blue Sky to support Professional Objective outcomes.
- Identify any issues that have affected their performance, positively or negatively
- Consider any issues about the planned support they needed/received
- Reviewee completes a self-review of their skills and performance on Blue Sky linked to the appropriate standards including The Trust's Career Expectations Standards
- Meeting between reviewers and reviewees take place.
- Professional Objectives placed on to Blue Sky linking to a standard.
- Objectives approved by the Reviewer
- The Executive Principal, Director in charge or Head teacher quality assures the appropriateness and quality of the objectives and may suggest to staff an alternative.

November

- Pay Committee meet.
- Letters sent to staff by end of November at the latest.

February/March

- Reviewers and reviewees meet for **Mid-Year Review** and discuss the progress towards Professional Objective.

Ongoing

The senior leader in charge of CPD collates training needs identified from objectives and uses information for AIPs and INSET planning.

Preparing for the planning and review meeting – Reviewers

Reviewers will want to be well prepared for the planning and review meeting, and may find it helpful to:

- Check the review and Professional Objectives of the current cycle

- Check that all evidence has been uploaded
- Consider the AIP and FIP and other improvement plans to see how these may be relevant to planning with the reviewee
- Ensure they are familiar with the standards which form the context to the reviewee's current career stage and those appropriate to the reviewee's next career stage, and the relevant criteria for pay progression set out in the School Teachers' Pay and Conditions Document
- Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about possible objectives for the next review cycle, performance criteria, evidence, how this evidence may be collated and support to be provided to the teacher
- Where the reviewee works for more than one Line Manager, the reviewer should consult other line managers in advance of the planning and review meeting about the issues to be explored in the next cycle
- Reviewers should start from the assumption that the reviewee is meeting the requirements of their job description, their relevant duties and the relevant professional standards. However, it is important to revisit the job description at the beginning of the meeting to consider if anything has changed in that year. Plans should therefore focus on priorities and areas where specific action is required.

The objectives and actions agreed should be challenging, yet realistic and manageable. They should enable the reviewee to achieve a satisfactory work/life balance. They should cover:

- The reviewee's objectives
- The reviewee's lesson observations, QA and CPL activity
- Any other evidence which will be taken into account in assessing the reviewee's performance
- The support that will be provided to help the reviewee to meet the performance criteria
- Timescales for the achievement of objectives and within which support will be provided where these differ from the length of the review cycle
- The reviewee's training and development needs and the actions that will be taken to address these needs

Monitoring and Evaluation

The Executive Principal will provide the Trust with a written report on the operation of the Academy's Performance Management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the Performance Management policy
- The effectiveness of the Trust's Performance Management procedures
- Teachers/ staff training and development needs

Appeals

At specified points in the Performance Management process teachers and the Executive Principal/Headteacher have a right of appeal against any of the entries in their planning and review statements. Details of the Performance Related Salary appeals process are covered in the Pay policy.

Confidentiality

The whole Performance Management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the Reviewer, the Director in charge of Performance Management, the HR Manager and the Executive Principal/Headteacher will have access to these statements.

Where necessary, permission will be sought from the reviewee if any persons other than these require access to their statements. Planning and review statements will be retained for a minimum period of 6 years.

Review of the policy

The Langley Academy Trust will review the Performance Management Policy. The policy will then be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

Review Date: October 2018

Ratified Date: 10 October 2018

Author: Gillian Jarman

Review Date: October 2021



The Langley Academy Trust

Career related Expectations for Secondary teachers 2017/18

Introduction

These career related expectations have been agreed by all the members of the Slough Association of Secondary Headteachers during their annual conference in June 2012 which has since been amended in June 2016 in recognition of the national agenda e.g. use of progress over time as a way of measuring performance. They must be used in conjunction with the DfE's publication 'Teachers' Standards' May 2012 on which they are based. They arise from the extensive discussion and collaboration of the Headteachers following research into best practice of other groups of schools and Local Authorities.

The overarching aim of the expectations is to support the professional development of teachers throughout their careers. The focus is on progression, thus a teacher who has been in the profession for a number of years, and is paid more as a result, is expected to perform at a higher standard than those at the beginning of teaching.

The craft of teaching could be said to be **emerging** during the early years, **developing** by the time a teacher is on M4 and **embedded** by M6. Teachers on UPS are increasingly **outstanding** practitioners.

These expectations will be used during performance management to inform planning and review. They are to be used **holistically** to make a **professional judgement** about how an individual teacher is performing. **For example, if a teacher meets the broad expectations for M5 but is maybe borderline M4/M5 for one s/he may still progress to M5** but this would need to be reflected in the objectives for that year.

However, the 'Professional Conduct' expectation is non-negotiable. All evidence should be considered during the performance review.

Career Stage Expectations – Explanatory Notes:

The Career Stage Expectations (CSEs) are intended to describe the expected growth in a teacher's expertise and contribution as they move through the pay scales. The descriptors 'emerging practice' (M2) 'developed practice' (M4) and 'embedded practice' (M6) are used as a shorthand way of describing the different levels. **Emerging practice** means that the teacher is fully aware of the importance of the relevant concepts and is beginning to apply appropriate techniques; **developed practice** = can apply relevant techniques and does so most of the time; **embedded practice** = applies techniques routinely.

Professional practice

Evidence to support the assessment in this area will arise from each school's quality assurance processes such as formal and informal lesson observations, learning walks, subject reviews feedback from students etc. Evidence must support a judgement of teaching quality over time, should represent the range of ages taught and should include consideration of assessment, marking and feedback to students.

Professional outcomes

This area is concerned with the progress and attainment of students across the age range taught. Progress of students will usually be assessed by comparing actual outcomes with statistically-derived expectations moderated as appropriate by each school's professional judgement and target-setting processes. Evidence may be drawn from the school's progress monitoring systems, together with external systems for measuring value added from KS2 to KS4 and in the Sixth Form. Further evidence may arise from lesson planning, lesson observations and routine reviews of assessment, marking and feedback.

Professional relationships

This strand encompasses relationships with students, parents and colleagues. The intention of the Career Stage Expectations is to show progression from a sound base of professional and positive relationships through increasingly effective use of those relationships to develop high quality provision, contribute to whole-school improvement and ultimately support improved outcomes for students. Evidence could arise from observations of professional practice, assessments of the quality of interactions with students, routine subject or pastoral reviews, contacts with parents, development of extracurricular provision, contribution to whole-school improvement initiatives, etc.

Professional development

The intention within this area is to describe how a teacher should take increasing personal responsibility for their own professional development as they progress from points 1 to 6. At the Expert Teacher level (UPS), teachers should be proactively looking for opportunities to support the professional development of colleagues within their subject or pastoral teams, and increasingly at a whole school level. Evidence could arise from activities such as mentoring, involvement in subject or pastoral area CPD and increasing leadership of school-wide CPD activities.

Professional conduct

The relevant standards in this area all relate to the ethics, behaviour and professionalism of teachers with regard to attitude, values, relationships, tolerance and safeguarding. There is no attempt to define career stage expectations for these standards. The standards for professional conduct should be met by all teachers at all stages in their career.

Name

Current Pay Point

Line Manager

Date

Below are the minimum career expectations.

Professional Area	Relevant Standards	Point 2 (M2) Emerging practice	Point 4 (M4) Developed practice	Point 6 (M6) Embedded practice	Point 7 (UPS 1) Expert teacher	Point 8 (UPS 2) Expert teacher	Point 9 (UPS 3) Expert teacher	+	-
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	Over time, the majority of teaching, learning and assessment is good or better	Over time, teaching, learning and assessment is consistently good or better	<i>Over time, teaching, learning and assessment is at least good and some is outstanding</i>	Over time, teaching, learning and assessment is at least good and a significant proportion is outstanding	Over time, teaching, learning and assessment is at least good and a significant proportion is outstanding	Over time, teaching, learning and assessment is typically outstanding		
PROFESSIONAL OUTCOMES	1.1(2) 1.2 (1,2,3) 1.5(1) 1.6 (3,4) Preamble	The majority of students make progress in line with expectations	Almost all students make progress in line with expectations	Almost all students make progress in line with expectations, some exceed those expectations	Almost all students make progress in line with expectations, a number exceed those expectations	Almost all students make progress in line with expectations, a number exceed those expectations	Almost all students make progress in line with expectations, a significant proportion exceed those expectations		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6 (4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with students, colleagues and parents	These relationships are securely focussed on improving provision and outcomes for students	Proactive professional relationships with students, staff and parents lead to a high standard of provision and outcomes	Plays a proactive role in whole school improvement to improve provision and outcomes	Plays a proactive role in whole school improvement to improve provision and outcomes	Plays an increasingly active role in whole school improvement to improve provision and outcomes		

+ Performance may exceed career stage expectations

– Performance may be below career stage expectations

Professional Area	Relevant Standards	Point 2 (M2) Emerging practice	Point 4 (M4) Developed practice	Point 6 (M6) Embedded practice	Point 7 (UPS 1) Expert teacher	Point 8 (UPS 2) Expert teacher	Point 9 (UPS 3) Expert teacher	+	-
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, with support, to identify key professional development needs. Responds positively to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner, keeps up to date with pedagogical developments and adapts practice accordingly	Plays a proactive role in leading the professional development of colleagues within subject or pastoral areas	Plays a proactive role in leading the professional development of colleagues within subject or pastoral areas	Plays an increasingly active role in leading the professional development of colleagues within and beyond subject or pastoral areas		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards		

General Timelines:

September/October:

INSET PM Hour self-reflection on National Standards audits, performance in previous year in meeting objectives and possible new objectives.

Any staff wishing to progress through threshold should inform Headteacher in writing

Headteacher will meet MPS 5 and 6 teachers to discuss standards

October 31: All pay recommendations and PM objectives to Headteacher.

November 1: Headteacher/DHT planning day to assess pay recommendations and objectives.

November: Pay Committee receives Executive Principal/Headteachers pay proposals.

January: Principal meeting with groups of staff eg MPS 1/2, 3/4, 5/6, UPS 1, 2, 3

February: Mid-year review for all staff

It is critical that a professional dialogue is constant throughout the year.

General evidence base:

- Formal and informal lesson observations, including learning walks
- Work scrutiny
- Results (Typicality)
- Portfolio of work related to whole school role
- Views of colleagues, students and parents
- Day to day feedback

It is good practice to keep a portfolio of work to demonstrate a commitment to improving professional standards.

Appendix 1

The Langley Academy Trust

TEACHERS' STANDARDS SELF AUDIT

TEACHER:

CURRENT PAY POINT:

LINE MANAGER:

DATE:

Preamble	+	-	
<ul style="list-style-type: none"> Teachers make the education of their students 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 students 			

Standard	+	-	Key Professional Development Priorities
<p>1.1 Set high expectations which inspire, motivate and challenge students</p> <ol style="list-style-type: none"> Establish a safe and stimulating environment for students, rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of students 			
<p>1.2 Promote good progress and outcomes by students</p> <ol style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Plan teaching to build on students' capabilities and prior knowledge Guide students to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how students learn and how this impacts on teaching Encourage students to take a responsible and conscientious attitude to their own work and study 			
<p>1.3 Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings 			

<ol style="list-style-type: none"> 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 students 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 students</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development 4. Have a clear understanding of the needs of all students, 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 			
<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 			

<ol style="list-style-type: none"> 2. Make use of formative and summative assessment to secure students' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them 4. Maintain good relationships with students, 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 students' achievements and well-being 			
<p>Part 2 Personal and Professional Conduct</p> <p>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 students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 			

<ul style="list-style-type: none"> 2. Having regard to the need to safeguard students' 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 students' 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 understand of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>			
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- + Performance in line with expectations
- Performance may be below expectations

Appendix 2

TEACHERS' STANDARDS LINE MANAGER AUDIT

LINE MANAGER: TEACHER: CURRENT PAY POINT:

DATE:

Preamble	+	-
<ul style="list-style-type: none"> Teachers make the education of their students 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 students 		

Standard	+	-
<p>1.2 Set high expectations which inspire, motivate and challenge students</p> <ol style="list-style-type: none"> Establish a safe and stimulating environment for students, rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of students 		
<p>1.2 Promote good progress and outcomes by students</p> <ol style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Plan teaching to build on students' capabilities and prior knowledge Guide students to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how students learn and how this impacts on teaching Encourage students to take a responsible and conscientious attitude to their own work and study 		
<p>1.3 Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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 		

<p>1.4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> 6. Impart knowledge and develop understanding through effective use of lesson time 7. Promote a love of learning and children’s intellectual curiosity 8. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding students have acquired 9. Reflect systematically on the effectiveness of lessons and approaches to teaching 10. 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 students</p> <ul style="list-style-type: none"> 5. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively 6. Have a secure understanding of how a range of factors can inhibit students’ ability to learn and how best to overcome these 7. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development 8. Have a clear understanding of the needs of all students, 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 		
<p>1.6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> 5. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 6. Make use of formative and summative assessment to secure students’ progress 7. Use relevant data to monitor progress, set targets, and plan subsequent lessons 8. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback 		
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> 5. 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 6. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 7. Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them 8. Maintain good relationships with students, exercise appropriate authority and act decisively where necessary 		

Standard	+	-
<p>1.8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> 6. Make a positive contribution to the wider life and ethos of the school 7. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 8. Deploy support staff effectively 9. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 10. Communicate effectively with parents with regard to students' achievements and well-being 		
<p>Part 2 Personal and Professional Conduct</p> <p>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> <ul style="list-style-type: none"> 6. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 7. Having regard to the need to safeguard students' well-being, in accordance with statutory provisions 8. Showing tolerance of and respect for the rights of others 9. 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 10. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law <p>2.3 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>		

+ Performance in line with expectations
- Performance may be below expectations



Performance Management 2017/18

Mid Term Meeting Record

Meeting between:

Reviewer Name

Reviewee Name

Date

Discussion

Objective	Progress	Any amendments	Actions

Appendix 4

Classroom Observation Protocol

The Trust is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluation objectively
- report accurately and fairly
- respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher for performance management will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours, the amount of observation for each teacher will be proportionate to need. However there will normally be a minimum of two hours observation. In this Trust proportionate to need will be determined by the Headteacher.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held.

Although classroom observation is undertaken for this specific purpose, other information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform academy self-evaluation and academy strategic planning in accordance with the academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed for performance management purposes will be notified five working days in advance.

Formal classroom observations undertaken as part of the performance management process will only be undertaken by persons with QTS.

In addition in this Academy classroom observation will only be undertaken by those who have been trained in classroom observation and in the provision of constructive supportive feedback in the context of professional dialogue between colleagues.

Verbal feedback will be given as soon as possible after the observation and always within 24 hours of the observation taking place. It will be given in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

In this Trust, the Headteacher will seek to discharge his/her responsibility for monitoring the quality of Teaching and learning primarily through the planned classroom observations. However there will in addition be a process of drop-in visits to lessons (learning walks) as part of the normal operation of each Academy and these will be carried out by the Leadership Team and/or appropriate colleagues.

Drop-ins will only inform the Performance Management process where evidence arises which merits the revision of the Performance Management planning statement in accordance with the provisions of the regulations.

Finally there will be many occasions where staff observe each other's lessons by agreement as part of their professional development through peer or group working. These observations will not form part of the performance management process.