APPRAISAL POLICY

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Introduction

At Grand Avenue we welcome Appraisal as a process to support the development of all staff to improve teaching and learning, therefore to raise standards. Appraisal procedures apply to all staff employed at Grand Avenue Primary and Nursery School.

The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

We will implement our appraisal arrangements on the basis of;

- Fairness. Being aware of unconscious discrimination and to avoid assumptions about individuals
- <u>Equal opportunity</u>. All staff to be supported and encouraged to achieve their potential through agreeing objectives, undertaking development and having performance assessed.
- Openness. The clarity of the system and individual roles and responsibilities.

<u>Purpose</u>

This policy sets out a clear framework for a consistent assessment of the overall performance of all staff, and for supporting their developmental needs within the context of the school development plan and their own professional needs. The process will be rigorous and moderated. The policy applies to all staff employed by the school, except those on contracts of less than one term, those undergoing NQT Induction and those who are the subject of capability procedures.

The assessment of a teacher's performance through the appraisal cycle will also be used to make recommendations regarding pay progression.

It also sets out the arrangements that will apply if teachers fall below the levels of competence that are expected of them.

The Performance Management Cycle - An Overview

Each teacher's performance will be formally assessed during an annual appraisal cycle. The cycle will run from September to July each year. The cycle begins in the Autumn Term with a review of the previous year; targets are prepared with objectives agreed. Evidence of the teacher's performance is gathered (Including observation) throughout the year. A meeting between the appraiser and member of staff is then held during the summer term when progress towards objectives is discussed and a final appraisal review statement created.

Teachers on a fixed term contract of less than one year will have their appraisal cycle determined by the length of their contract. The Governing Body has a strategic role in agreeing the school's appraisal policy, ensuring that performance of staff at Grand Avenue is regularly reviewed and for monitoring the appraisal process.

The Headteacher is responsible for implementing the Appraisal Policy and ensuring that appraisal reviews take place within an annual cycle.

See Appendix A for further details of the cycle.

Appointment of Appraisers

Each member of staff will be assigned a trained appraiser to undertake the appraisal process. The maximum number of reviews any class based appraiser will be expected to undertake per cycle is 5.

If a teacher feels that the person assigned as their appraiser is unsuitable, for professional reasons, then they may submit a written request to the headteacher for the appraiser to be replaced, stating reasons.

If an appraiser is/will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may undertake the review or delegate this responsibility to another member of staff.

An appraisal cycle will not begin again in the event of a reviewer being changed.

Should a teacher join the school partway through a cycle the Headteacher* shall determine the length of the cycle aiming to bring this cycle in line with the rest of the school as soon as possible. Should a teacher transfer to another post within the school part way through a cycle the Headteacher shall determine whether the cycle should begin again and whether to change the reviewer.

* In the case where the teacher is the Headteacher, the Governing Body will make these decisions.

Consistency and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this the following provisions are made:

The Headteacher will-

- Delegate the appraiser role for some of the staff.
- Moderate appraisal targets and review statements to ensure compliance with the policy

The Governing Body will-

- Nominate three Governors to ensure that the Headteacher's appraisal targets are consistent with the school's improvement priorities and complies with the policy
- Nominate Governors (no less than three) to form a pay committee which will review anonymized appraisal statements in the Autumn term and make pay recommendations based on these to the Resources and Finance committee
- The Pay committee will also consider the recommendation within the Headteacher appraisal review with regard to incremental pay progression based on the Headteacher appraisal review in the Autumn term

Appeals

At specified points in the appraisal process staff and Headteachers have a right of appeal against any of the entries in their targets and review statements.

Within 10 working days of receiving documentation:

- Staff can record their dissatisfaction with aspects of the statements recorded. Where these cannot be resolved with the appraiser they can raise their concerns with the Head. Where the Headteacher is the appraiser the teacher can raise the issue with the Chair of Governors.
- With regards to the Headteacher, dissatisfaction may be recorded on the review statement. Where these cannot be resolved with the appointed governors, concerns may be raised with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the Headteacher's review, to act as review officers. No governor who is a teacher or staff member will be involved in the appraisal review.

The review officer will investigate the complaint and take account of comments made by the staff member. The review officer should conduct the review of the complaint within 10 working days of referral. S/he may decide that the review should remain unchanged or may add observations of his/her own.

The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the Headteacher's case all the appointed governors, to amend the statements or declare that the statements are void and order the process to be repeated. Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For other staff members, the Headteacher will appoint a new appraiser.

Any new objectives, review, or part review, should be conducted within a further 15 working days.

Confidentiality

The whole appraisal process and the statements generated will be treated with professional confidentiality at all times. The principles and provisions of the Data Protection Act 1998 will be followed at all times.

Members of staff will be informed as to who has requested and who has been granted access to information.

Managing Weak Performance

The appraisal process may identify serious deficiencies in an individual's performance. Where this occurs, the appraisal cycle for that individual will be reviewed, interim targets may be renegotiated and appropriate support for the individual be put in place. Should it be deemed necessary by the Headteacher an informal capability procedure adopted by the Governing Body will be used. For support staff procedures set out in the Pay and Rewards Document will be followed.

Informal capability procedures are as follows;

- The member of staff will no longer be subject to the normal appraisal cycle
- Specific short term targets will be agreed between the member of staff and a line manager
- The line manager will meet with the member of staff frequently to discuss progress towards targets and to offer support
- There is an expectation that targets will be met or that significant progress towards meeting the targets will be made
- Targets will be reviewed termly
- If little or no progress is made towards agreed targets then formal capability procedures will be followed (See RBK policy)

Relevant information from appraisal review statements may be taken into account in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

Links between pay, career stages and appraisal (Teaching staff).

- Induction the final meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the staff's subsequent appraisal cycle.
- Up to the Threshold teachers can expect an increment if they have met their appraisal targets and performance is satisfactory. Double increments for exceptional performance would need to be justified by review outcomes.
- Staff Development Interviews will be held at least annually with Senior teachers and will also contribute to the teacher's continuing professional development and to the appraisal process.
- Threshold teachers who want to move to the upper pay spine should fill out the application form provided by the DfES. Teachers are required to provide written evidence to support their application. This can be taken from the past two years appraisal reviews. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- Access to Upper Pay Spine 2 will be agreed following the submission of the relevant form completed to an appropriate standard.
- Performance Pay Points above the threshold and teachers in the leadership group appraisal reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

Where review statements are used to inform decisions about performance, pay, promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion.

Training and Support

The school's CPD Co-ordinator will be informed of the training and development needs identified on the appraisee's review statement. The Governing Body will endeavour, during budget setting procedures to ensure that appropriate resources are made available to the school for training and support agreed for appraisees. This will be undertaken within the context of the strategic development of school.

An account of the training and development needs of staff will form part of the Headteacher's annual report to Governors about the operation of appraisal within the school. This will include instances where it did not prove possible to provide any agreed CPD.

With regard to the provision of CPD in the case of a limited budget, a decision on relative priority will be taken. This will include the extent to which the CPD is

- essential for a reviewee to meet their objectives
- needed to help the school achieve its priorities

Teachers will not be held accountable for failing to meet targets should planed CPD or support not been provided.

Professional Profiles.

Staff are advised to maintain a Professional Profile using the information to help record their continuing development. These profiles should encompass a range of information including;

- Career entry profiles
- Pupil targets and achievements.
- Feedback from classroom observations.
- Feedback from scrutiny of work.
- Comments from parents.
- Recognition of contribution to Borough or School based INSET.
- Details of higher education eg Masters

Appointment of Appraisers for the Headteacher

The Governing Body will be the reviewer for the Headteacher. This responsibility is discharged to three named Governors. Where the Headteacher is of the opinion that any of the Governors appointed to undertake this responsibility are unsuitable for professional reasons, a written request to replace a Governor (stating reasons) may be submitted to the Governing Body.

Appointment of School Improvement Partner

Royal Borough Kingston Local Authority will appoint a School Improvement Partner for the school, who will provide the Governing Body with support and advice in relation to the management and review of the performance of the Headteacher.

Retention of Statements

Appraisal targets and review statements will be retained for a minimum period of six years.

Monitoring and Evaluation

The Headteacher will provide the Governing Body with a written report on the operation of the appraisal 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 Appraisal Policy
- The effectiveness of the appraisal procedures
- Teachers' training and development needs
- Any appeals or representations on an individual or collective basis regarding any aspect of the appraisal procedures

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory.

Capability Procedure

This procedure applies only to teachers or headteachers about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for headteacher capability meetings) or headteacher (for other teachers) The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

• identify the professional shortcomings, for example which of the standards expected of teachers are not being met;

- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made);
- explain any support that will be available to help the teacher improve their performance
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks.
- warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the teacher should be dismissed or required to cease working at the school.

Before the decision to dismiss is made, the school will discuss the matter with the local authority (*N.B. this is not a legal requirement but schools may find it helpful*).

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Review of Policy

The Governing Body will review this Appraisal Policy on a three year cycle, according to the school schedule

APPENDIX A

The Three Stages of Appraisal Cycle

• Stage 1 – Planning

Each staff member will discuss and agree three objectives with the team leader who will record these on the planning record. The objectives will cover pupil progress as well as ways of developing and improving the individual's professional practice. Up to two of these objectives may form part of overall whole school objectives as agreed by the Senior Leadership Team. The range of objectives will match the nature of the job, including leadership, management areas and/or learning as appropriate. Where a member of staff has a wide range of leadership duties, objectives might focus on specific areas of this work.

The team leader will record the objectives which will apply for the review period. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives recorded by the team leader. The team leader and member of staff will agree the objectives. Where a joint determination cannot be made the team leader will make the determination.

Objectives set will be -

- Rigorous, challenging and achievable.
- time-bound
- Fair and equitable in relation to teachers with similar responsibilities and experience.

The objectives will have regard to what can be reasonably expected of any teacher in that position given the desirability of the member of staff being able to achieve a satisfactory balance between the times required discharging professional duties and time to pursue personal interests outside work.

It is acknowledged here that appraisal objectives cannot cover the full range of a teacher's responsibilities. Therefore, at review stage, it will be assumed that responsibilities not covered by the objectives will have been carried out satisfactorily.

Stage 2 – Monitoring Progress

The appraiser will undertake classroom observations sufficient to make an informed judgment. In some circumstances, where an OFSTED report declares the school either to be in need of special measures or suffering from serious weaknesses, or in the case of an individual staff member becoming subject to capability procedures, further observations may be necessary.

The observation will have a specific focus and will be at a time agreed by the staff member. Those involved will

- Carry out the role with professionalism integrity and courtesy.
- Evaluate objectively
- Report accurately and fairly
- Respect the confidentiality of the information gained
- Contribute to professional dialogue

The individual will be consulted by the appraiser about the lessons to be observed. The teacher will be informed in good time. Observations undertaken by the head or other members of the leadership team may also be used by the appraiser to further assist the process. If the appraiser requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

• Stage 3 – Reviewing Performance

There will be review meeting between the staff member and the appraiser. This will be a constructive dialogue. Recorded objectives will be used as a focus to discuss achievements and to identify any new developmental needs, including the proposed action, resources available within the school budget, and the support to be provided.

A written review statement will be prepared by the appraiser at the review meeting recording the main points made and the conclusions reached including:

- Identified professional development needs
- Recommended strategies for meeting those identified needs.
- Other developmental issues including those relating to retention and recruitment.
- A review of the job description, in conjunction with the Headteacher
- Progress towards objectives set at the beginning of the cycle.
- The staff member's wider contribution to the school
- A clear recommendation by the appraiser as to whether or not a member of staff should be awarded an incremental point (s) on the salary scale directly linked to performance by the teacher in the current appraisal cycle.

If it is not possible to complete the statement at the meeting it will be prepared by the appraiser within 10 working days of the meeting. The teacher will be provided with a copy of the review statement and may, within 10 working days of first having access to the copy, add to it comments in writing.

The training implications will be forwarded to the CPD co-ordinator.

APPENDIX B – UPS 2

Grand Avenue Primary and Nursery School: Teaching Standards Expectations Overview.

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." **National Standards Preamble**

Standards		UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:1: Set high expectations which inspire,	Teaching	All teaching is very good with a majority of outstanding lesson	Class environment Lesson observations – pupil behaviour Compliance with behaviour policy	
motivate and challenge pupils Establish a safe and stimulating environment for pupils, rooted in mutual respect.	Progress Groups	All groups making progress. Targeted groups demonstrate positive impact of intervention. Accelerated progress, narrows gaps for under achievement and more able pupils exceed better than	Learning walk Displays/peer monitoring Environment check Risk assessments Use of resources Ethos – how people talk to each other Clear instructions/expectations Target setting	
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Data and target setting Classroom	expected progress. Targets enable all children to make progress% better than expected. Lead and support teachers in target setting. Exemplary environment and	Pupil interviews Target setting Pupil progress marking Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's Pupil interviews	

Demonstrate consistently the positive attitudes, values and behaviour expected of pupils	Environment	supports others and leads the school forward Exemplary practice. Pupils are independent and take responsibility. Leading the school forward.	School/class rules displayed Aims and ethos posters Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the	
by the school.	Ethos	Exemplary practice in all aspects of school life. Leading the school forward.	school SMSC	
	Adults	Follows school policy. Exemplary and leading practice. Other adults are ensuring that a majority of pupils are making good or better progress. Consistent effective communication within the school community.		
	Accountabil ity generic	Presenting to governors subject and phase information. Contribute significantly to policy and practice.		

	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:2: Promote good progress and outcomes by pupils	All pupils make good progress and many make significant progress. Improve the progress of children	Pupil progress meeting Half termly APS Provision map/IEP	

Be accountable for pupils'attainment, progress,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.	Moderation Support/ Intervention Planning Medium/ Weekly/ Daily? Independent learners Pedagogy Ethos	 across subject area in the school taking account of any under performing groups Able to engage in whole school moderation and demonstrate impact upon progress and attainment. Demonstrating outstanding differentiation that enables all children to make significant progress and are able to support all teachers across the school. Differentiation is sufficiently challenging so that the lesson leads to pupils making good progress and many leading to significant progress. Clear strategies developed for comprehensive self and peer assessment including next steps and target setting. Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in co doing 	ROA Behaviour policy evidence Liaising with inclusion manager Cross referencing all information with colleagues Planning Marking/next steps Scrutiny of children's work Classroom observation Awareness of target and vulnerable groups Home links, keeping informed Celebration of achievement AFL – self/peer assessment Self evaluation Talking to pupils Assessment, objectives displayed – understandable language Use of display/working walls Target setting Sequence, pitch, pace Instilling work ethic Learning walk Pupil voice/pupil interviews Classroom management systems Children's work, including homework AFL Recording of independent and autonomous learning	
	Ethos	-	Recording of independent and	

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:3: Demonstrate good subject and curriculum knowledge Have a secure	Subject knowledge	Proactively share subject knowledge expertise with colleagues in order to develop school understanding of current initiatives	Lesson observation Planning APP records Tackle misunderstandings and anticipate Active role in leadership	
knowledge of relevant subject(s) and curriculum areas,	Planning	Proactively monitor plans to ensure continued progress across year groups.	Input to INSET/staff CPD – reflection and feedback Appraisal	
foster and maintain pupils' interest in the subject, and address	New initiatives	Proactively and independently lead training and analyse impact	Personal Action plans Subject action plan Subject leadership	
misunderstandings. Demonstrate a critical understanding of developments in the	Subject Leadership	Proactively manage subject area to ensure that all members of the school community are aware of strengths and weakness	Staff guidance Report writing Book scrutiny (teachers' comments to pupils) Moderation Letters to parents	
subject/curriculum areas, and promote scholarship Promoting high	Teaching Literacy Teaching 3Rs	All teaching at least good with majority having outstanding features	Planning and knowing next steps Classroom environment Use of FSP	
standards of literacy, articulacy and use correct standard English,	Numeracy	All teaching at least good with majority having outstanding features		

For early reading,				
clear understanding				
of systematic				
synthetics phonics.				
Early maths; clear				
understanding of				
approp teaching				
strategies				
	•	-	•	

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:4: Plan and teach well structured lessons Use lesson time effectively to impart knowledge and develop understanding. Promote a love of learning and intellectual curiosity. Set homework; plan other out-of-class activities to consolidate & extend K&U Reflect systematically on the effectiveness of lessons and approaches to teaching.	Planning - pace/depth design Learners Reflective practitioner Homework Enrichment Curriculum provision	Support colleagues to plan and deliver lessons through modeling outstanding practice Support colleagues to develop inspired learners Highly reflective practitioners who can support others to evaluate and improve their own practice Identify and address gaps in current enrichment provision Support colleagues to develop a high quality, challenging and enjoyable curriculum	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice Parents response Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	

Contribute to design		
& provision of an		
engaging curriculum		
within the relevant		
subject area(s).		

		UPS3 "Leading / Exemplar"	Evidence includes	Notes
1:5: Adapt teaching to respond to the strengths and needs	Teaching styles	Differentiation outstanding and modeling practice to other staff and supporting professional development in this area	Planning/differentiation Lesson observation Work scrutiny Individual children's next steps	
of all pupils Know when and how to differentiate appropriately, using approaches which enable	Equal opportunities	Selecting specific resources to ensure all learners access learning and achieve their full potential. Model this for other staff and support professional development in this area	Feedback/ marking Use of Data Subject knowledge – resources differentiated	
	Differentiation	iation Evidence of differentiation for all ability groups and specific needs of individuals Leading to every child making progress Model this for other staff and support professional	Provision planning/IEP Pupil progress meetings Provision maps Opportunities put in place to establish sound relationships with parents/carers Liaising with Senco and SLT	
Awareness of the physical, social and intellectual development of children, and adapt teaching to	Learning needs	Secure understanding and holistic approach to the needs of pupils. Mentor and coach other staff to support their development in this area	App intervention CCC interventions TA support Demonstrated awareness of	
support pupils' education at different stages of development Clear understanding of all pupils' needs including	Learning styles	Extensive knowledge and understanding of personalization of leaning for all pupils to achieve their full potential. Mentor and coach other s to develop skills in these areas.	'social' context of classroom Teaching activities range Identification of next steps and strategies used for different	

SEN; high ability; EAL; disabilities; use and evaluate distinctive teaching approaches to engage/support	SEN	Have a secure understanding of individual needs of SEN pupils and demonstrate how SEN Targets are agreed and applied. Demonstrate outstanding practice to enable SEN pupils to reach their full potential. Mentor and coach others to develop skills in this area.	children observed Use of AFL	
	EAL	Have a secure understanding of individual needs of EAL pupils and use visual teaching resources and vocabulary to ensure they access learning. Mentor and coach others to develop skills in this area.		

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:6: Make accurate and productive use of assessment Know and understand how to	Target setting	Set appropriate SMART targets for individuals and groups based on available data Support others in target setting process	Levelling of work using APP Marking/ feedback Target setting, SATS (administering) Lesson observation Planning	
assess the relevant subject and curriculum areas, incl. statutory assessment requirements. Make use of	Summative assessments/Da ta analysis	Based on pupil assessment be able read and interpret data in order to ensure future progress and to support less experience colleagues in the process To be able to read and interpret Raise online and similar data packs to inform school development Proven record of impact on pupil progress	Pupil progress meetings Assessment records Outstanding/good progress made by all learners (pupil progress meetings) Learning tailored to individual needs eg SEN/CC/FSM. Work scrutiny Use of AfL	

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formative and summative assessment to secure		through data analysis (class/phase/whole school)	Use of data to inform planning	
pupils' progress.	Teaching	Confidently and accurately assess and support		
Use relevant data to	Assessments	others in the assessment process		
monitor progress, set		Report assessments punctually		
targets, and plan		Moderate assessments made by colleagues		
subsequent lessons.		Lead on phase/whole school moderation		
Give pupils regular				
feedback, both orally	Data analysis			
and through accurate	Marking and	Follow school's marking policy		
marking, and	feedback	Ensure the quality of feedback is such that pupils		
encourage pupils to		are enabled to achieve next steps and		
respond to the		outstanding progress		
feedback.		To be able to apply effective sustained strategies		
		for developing skill, target setting, AFL and self		
		assessment and support colleagues in developing		
		the quality of marking and feedback		
		To develop quality marking and feedback on		
		whole school level (coaching/ mentoring/INSET)	[

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:7: Manage behaviour effectively to ensure a good and safe learning environment	Class behaviour	Demonstrate exemplary classroom management Model practice to colleagues Supports colleagues with behaviour management as needed	Lesson observation SLT observations inside and outside the classroom School behaviour policies applied, personal conduct,	

Toumes for behaviour in classrooms;Impact on whole school behaviourEnsure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour acrossBehaviour support plans in place Capability of dealing with unacceptable behaviourBehaviour support plans in place Capability of dealing with unacceptable behaviourBehaviour support plans in place Capability of dealing with unacceptable behaviour	Clear rules and	Policy	Exemplary use of school behaviour policy,	reflects dealing with incidents in and around school	
Deflaviour in classrooms; responsibility for promoting good/ courteous behaviour both in classrooms and around school, inExtensive knowledge of using and adapting a range of behaviour strategiesplace Capability of dealing with unacceptable behaviour Records kept eg Behaviour log Learning walks Incident files Wall display – classroom rules (pupil voice), learning walks	routines for		pre-empting and analyse behaviour		
Classrooms; responsibility for promoting good/ courteous behaviourImpact on whole Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour acrossCapability of dealing with unacceptable behaviour Records kept eg Behaviour log Learning walks Incident files Wall display – classroom rules (pupil voice), learning walks					
promoting good/ courteous behaviour both in classrooms and around school, in	,				
courteous behaviour both in classrooms and around school, inCommunicate behaviour issues with appropriate staff Tackle any inappropriate behaviour acrossLearning walks Incident files Wall display – classroom rules (pupil voice), learning walks			Ensure all unacceptable behaviour in own		
both in classrooms appropriate staff and around school, in Tackle any inappropriate behaviour across		school behaviour			
and around school, in Tackle any inappropriate behaviour across Tackle any inappropriate behaviour across	courteous behaviour		Communicate behaviour issues with		
and around school, in Lackie any inappropriate behaviour across (pupil voice), learning walks	both in classrooms		appropriate staff		
accordance with the the school the school Evidence of sharing info with	and around school, in		Tackle any inappropriate behaviour across		
	accordance with the		the school	Evidence of sharing info with	
school's behaviour Analyse and act on any patterns or trends in parents/other agencies if	school's behaviour		Analyse and act on any patterns or trends in		
policy. behaviour across the school needed	policy.		behaviour across the school	needed	
Have high Parents Ensure good communication with	Have high	Parents	Ensure good communication with		
expectations of parents/carers on behaviour	-		parents/carers on behaviour		
behaviour, and Develop strategies with parents to tackle	behaviour, and		Develop strategies with parents to tackle		
establish a behaviour issues	establish a		behaviour issues		
framework for Support colleagues	framework for		Support colleagues		
discipline with a Additional adults Give clear direction to any additional adults	discipline with a	Additional adults	Give clear direction to any additional adults		
range of strategies, in class	range of strategies,		in class		
using praise, Model behaviour strategies to additional	using praise,		Model behaviour strategies to additional		
sanctions and adults	sanctions and		adults		
rewards consistently Ensure effective communication with	rewards consistently		Ensure effective communication with		
and fairly. additional adults relating behaviour	and fairly.		additional adults relating behaviour		
Manage classes Through good example additional adults	_		Through good example additional adults		
effectively using uphold high expectations of behaviour	effectively using		uphold high expectations of behaviour		
approaches which Lead behaviour training in phase/whole	approaches which		Lead behaviour training in phase/whole		
are appropriate to	are appropriate to				
pupils' needs in order	pupils' needs in order				
to involve and	to involve and				
motivate them.	motivate them.				
Maintain good	Maintain good				
relationships with	relationships with				
pupils, exercise	pupils, exercise				
appropriate	appropriate				
authority, act	authority, act				

decisively when					
necessary.					

1:8: Fulfil wider	Team player		 	
professional	Whole school			
responsibilities	Leadership			
Make a positive	Moving			
contribution to the	teaching			
wider life and ethos	forward			
of the school develop	Enrichment			
effective professional	Parents			
relationships with	Wider			
colleagues, know	Community			
how and when to	CPD			
draw on advice /				
specialist support,				
deploy support staff				
effectively.				
Take responsibility				
for improving				
teaching through				
appropriate CPD,				
responding to advice				
and feedback from				
colleagues.				
Communicate				

effectively with									
parents with regard									
to pupils'									
achievements and									
well-being.									
Part two: Personal	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:								
and professional	• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional positi								
conduct	• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions								
A teacher is expected to	• showing tolerance of and respect for the rights of others o not undermining fundamental British values, including								
demonstrate consistently high standards of personal	 democracy, the rule of law, individual liberty and mutual respect, 								
and professional conduct.	• tolerance of those with different faiths/beliefs, ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break								
The following statements	law.								
define the behaviour and	 have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality. 								
attitudes, which set the	 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 								
required standard for conduct throughout a									
teacher's career.									

APPENDIX C UPS1-UPS2

Standards		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:1: Set high	Teaching	All teaching good with some	All teaching is very good with a	Class environment	
expectations		that are outstanding	majority of outstanding lesson	Lesson observations – pupil	
which inspire,	Progress	All groups making progress.	All groups making progress.	behaviour Compliance with behaviour	
motivate and	Groups	Targeted groups	Targeted groups demonstrate	policy	
challenge pupils		demonstrate positive impact	positive impact of intervention.	Learning walk	
Establish a safe		of intervention. Accelerated	Accelerated progress, narrows	Displays/peer monitoring	
and stimulating		progress, narrows gaps for	gaps for under achievement and	Environment check	
environment for		under achievement and more	more able pupils exceed better	Risk assessments Use of resources	
pupils, rooted in		able pupils exceed better	than expected progress.	Ethos – how people talk to	
mutual respect.		than expected progress.		each other	
	Data and	Targets enable all children to	Targets enable all children to	Clear	
Set goals that	target setting	make progress% better	make progress% better than	instructions/expectations	
stretch and		than expected	expected. Lead and support	Target setting	
challenge pupils of			teachers in target setting.	Pupil interviews Target setting	
all backgrounds,	Classroom	Exemplary environment and	Exemplary environment and	Pupil progress marking	
abilities and	Environment	supports others.	supports others and leads the	Planning and scrutiny of	

		r	r		· · · · · · · · · · · · · · · · · · ·
dispositions.			school forward	work	
	Routines	Exemplary practice. Pupils	Exemplary practice. Pupils are	Lesson observation Data Analysis	
Demonstrate		are independent and take	independent and take	Provision maps/IEP's	
consistently the		responsibility.	responsibility.	Pupil interviews	
			Leading the school forward.	School/class rules displayed	
	Ethos	Exemplary practice in all	Exemplary practice in all aspects	Aims and ethos posters	
behaviour		aspects of school life.	of school life. Leading the school	Professional conduct Outside links – home	
expected of pupils			forward.	communication	
by the school.	Adults	Follows school policy.	Follows school policy. Exemplary	Quality of inter-actions	
		Exemplary practice. Other	and leading practice. Other adults	Teachers' attitudes – life in	
		adults are ensuring that a	are ensuring that a majority of	the school	
		majority of pupils are making	pupils are making good or better	SMSC	
		good or better progress.	progress.		
		Consistent effective	Consistent effective		
		communication within the	communication within the school		
		school community.	community.		
	Accountability	Presenting to governors	Presenting to governors subject		
	generic	subject and phase	and phase information.		
		information. Contribute to	Contribute significantly to policy		
		policy and practice.	and practice.		

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:2: Promote good progress and outcomes by pupils Be accountable for pupils'attainment, progress,outcomes. Be aware of pupils'	Accountability generic	All pupils make good progress and some pupils make significant progress. Improve the progress of pupils across subject area in the school taking account of any under performing	All pupils make good progress and many make significant progress. Improve the progress of children across subject area in the school taking account of any under performing groups	Pupil progress meeting Half termly APS Provision map/IEP ROA Behaviour policy evidence Liaising with inclusion manager Cross referencing all	

prior knowledge, and plan teaching to build on these.ModerationAble to make independent judgments about attainment of pupils across the school.Able to engage in whole school moderation and demonstrate impact upon progress and attainment.Planning Marking/next steps Scrutiny of children's work Classroom observation Awarenees of target and vulnerable groups Home links, keeping informed Celebration of achievement Active to make significant progress and are willing to be observed by others.Planning moderation and demonstrate impact upon progress and attainment.Planning Making/next steps Scrutiny of children's work Classroom observation Awarenees of target and vulnerable groups Home links, keeping informed Celebration of achievement Self evaluationPlanning Making/next steps Scrutiny of children's work Classroom observation Assessment, objectives displayed – understandable language Use of display/working walsPlanning Make good progress and assessment, objectives displayed – understandable language Use of display/working walsPlanning Make good progress and assessment, objectives displayed – understandable language Use of display/working walsPlanning Make good progress and and target setting.Planning Make good progress and and target setting.Independent attitude to their own work and study.Independent tearning attitude to their own work and study.Able to engage in whole school make good progress and attitude to their own work and study.Clear strategies developed for comprehensive self and peer assessment including next steps and target setting.Able to engage in whole school moderatio	
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inext steps and target and target setting. Pupil voice/pupil interviews setting. Classroom management	
Pedagogy Lessons are engaging and Lessons are engaging and offer Children's work, including	
offer opportunities for opportunities for personalised homework	
personalised learning, learning, deepen knowledge of AFL deepen knowledge of learning and offer support for Recording of independent	
deepen knowledge oflearning and offer support forRecording of independentlearning and offer supportteachers across the schooland autonomous learning	
for teachers across the	
school	
Ethos Embed strategies to ensure Embed strategies to ensure all	
all children develop positive children develop positive attitudes	
attitudes to behaviour and to behaviour and learning and in so	
learning and in so doing doing maximize attainment. Act	
maximize attainment. Act role model for all staff.	
role model for all staff.	

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:3: Demonstrate good subject and curriculum knowledge Have a secure	Subject knowledge	Secure knowledge and understanding in all subject areas leading training where appropriate	Proactively share subject knowledge expertise with colleagues in order to develop school understanding of current initiatives	Lesson observation Planning APP records Tackle misunderstandings and anticipate Active role in leadership	
knowledge of relevant subject(s) and curriculum areas,	Planning	Provide support for staff when planning	Proactively monitor plans to ensure continued progress across year groups.	Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans	
foster and maintain pupils' interest in the subject, and address	New initiatives	Lead training in new initiatives	Proactively and independently lead training and analyse impact	Subject action plan Subject leadership Staff guidance	
misunderstandings. Demonstrate a critical understanding of developments in the	Subject Leadership	Share subject knowledge and lead training in specific areas. Analyse data	Proactively manage subject area to ensure that all members of the school community are aware of strengths and weakness	Report writing Book scrutiny (teachers' comments to pupils) Moderation Letters to parents Planning and knowing next steps	
subject/curriculum areas, and promote scholarship. Promoting high standards of literacy,	Teaching Literacy Teaching 3Rs	All Literacy teaching at least good, many with outstanding features	All teaching at least good with majority having outstanding features	Classroom environment Use of FSP	

articulacy and use	Numeracy	All Numeracy teaching at	All teaching at least good	
correct standard	· .	least good, many with	with majority having	
English.		outstanding features	outstanding features	
For early reading,				
clear understanding				
of systematic				
synthetics phonics				
Early maths; clear				
understanding of				
approp teaching				
strategies.			_	

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:4: Plan and teach well structured lessons Use lesson time effectively to impart knowledge and develop understanding. Promote a love of learning and intellectual curiosity.	Planning - pace/depth design Learners	Support colleagues to plan and deliver lessons through modeling good practice Children demonstrate resilience and perseverance, are able to work independently and are inspired to continue their learning beyond the lesson	Support colleagues to plan and deliver lessons through modeling outstanding practice Support colleagues to develop inspired learners	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice Parents response Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	
Set homework; plan other out-of-class activities to consolidate & extend K&U. Reflect systematically on the effectiveness of lessons and approaches to	Reflective practitioner	Constant reflection and adaptation during and after lessons. Reflects critically on the impact of support provisions Seeks advice and offers support.	Highly reflective practitioners who can support others to evaluate and improve their own practice		

teaching.	Homework	Homework is interesting,	
Contribute to design		challenging and relevant	
& provision of an		to the learning needs of	
engaging curriculum		the children	
within the relevant	Enrichment	Plan and organise	Identify and address gaps in
subject area(s).		enrichment activities to	current enrichment provision
		support school	
		improvement foci	
	Curriculum	Take a lead in the	Support colleagues to
	provision	development of high	develop a high quality,
		quality, challenging and	challenging and enjoyable
		enjoyable curriculum	curriculum

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:5: Adapt teaching to respond to the strengths and needs of all pupils Know when and how to differentiate appropriately, using approaches which enable effective	Teaching styles Equal opportun ities Different iation	Differentiation outstanding and modeling practice to other staff Selecting specific resources to ensure all learners access learning and achieve their full potential Evidence of differentiation for all ability groups and specific needs of	Differentiation outstanding and modeling practice to other staff and supporting professional development in this area Selecting specific resources to ensure all learners access learning and achieve their full potential. Model this for other staff and support professional development in this area Evidence of differentiation for all ability groups and specific needs of individuals	Planning/differentiation Lesson observation Work scrutiny Individual children's next steps Feedback/ marking Use of Data Subject knowledge – resources differentiated Provision planning/IEP Pupil progress meetings	
teaching. Have a secure understanding of how a range of factors can inhibit pupils' ability to	Learning	individuals leading to every child making progress. Secure understanding and holistic approach to the needs of pupils	Leading to every child making progress Model this for other staff and support professional development in this area Secure understanding and holistic approach to the needs of pupils. Mentor and coach other	Provision maps Opportunities put in place to establish sound relationships with parents/carers Liaising with Senco and SLT App intervention CCC interventions TA support Demonstrated awareness of 'social' context of	
learn, and how best to overcome these. Awareness of the physical, social and intellectual	Learning	Secure understanding of learning styles and characteristics of effective learning And development of personalized	staff to support their development in this area Extensive knowledge and understanding of personalization of leaning for all pupils to achjieve their full potential. Mentor and coach other s		

development of		learning techniques to ensure	to develop skills in these areas.	classroom	
children, and adapt		pupils		Teaching activities range	
teaching to support		achieve full potential		Identification of next steps	
pupils' education at	SEN	Have a secure understanding of	Have a secure understanding of individual	and strategies used for	
	SEIN	0	•	different children observed	
different stages of		individual needs of SEN pupils and	needs of SEN pupils and demonstrate how SEN	Use of AFL	
development.		demonstrate how SEN Targets are	Targets are agreed and applied. Demonstrate		
clear understanding		agreed and applied. Demonstrate	outstanding practice to enable SEN pupils to		
of all pupils' needs		outstanding practice to enable SEN	reach their full potential. Mentor and coach		
including SEN; high		pupils to reach their full potential.	others to develop skills in this area.		
ability; EAL;	EAL	Have a secure understanding of	Have a secure understanding of individual		
disabilities; use and		individual needs of EAL pupils and	needs of EAL pupils and use visual teaching		
evaluate distinctive		use visual teaching resources and	resources and vocabulary to ensure they access		
teaching approaches		vocabulary to ensure they access	learning. Mentor and coach others to develop		
to engage/support		learning.	skills in this area.		

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:6: Make accurate	Target	Set appropriate SMART targets for	Set appropriate SMART targets for	Levelling of work using	
and productive use	setting	individuals and groups based on available	individuals and groups based on	APP Marking/ feedback	
of assessment		data	available data	Target setting,	
Know and		Support others in target setting process	Support others in target setting	SATS (administering)	
understand how to			process	Lesson observation	
assess the relevant	Summati	Based on pupil assessment be able read	Based on pupil assessment be able	Planning	
subject and	ve	and interpret data in order to ensure	read and interpret data in order to	Pupil progress meetings	
curriculum areas,	assessme	future progress and to support less	ensure future progress and to support	Assessment records Outstanding/good	
incl. statutory	nts/Data	experience colleagues in the process	less experience colleagues in the	progress made by all	
assessment	analysis	To be able to read and interpret Raise	process	F 9	

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		online and similar data packs to inform school development Proven record of impact on pupil progress through data analysis (class/phase)	To be able to read and interpret Raise online and similar data packs to inform school development Proven record of impact on pupil progress through data analysis (class/phase/whole school)	learners (pupil progress meetings) Learning tailored to individual needs eg SEN/CC/FSM. Work scrutiny Use of AfL Use of data to inform planning	
	Teaching Assessm ents	Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made by colleagues Lead on phase school moderation	Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made by colleagues Lead on phase/whole school moderation		
encourage pupils to respond to the	Data analysis				
feedback.	Marking and feedback	Follow school's marking policy Ensure the quality of feedback is such that pupils are enabled to achieve next steps and outstanding progress To be able to apply effective sustained strategies for developing skill , target setting, AFL and self assessment and support colleagues in developing the quality of marking and feedback	Follow school's marking policy Ensure the quality of feedback is such that pupils are enabled to achieve next steps and outstanding progress To be able to apply effective sustained strategies for developing skill, target setting, AFL and self assessment and support colleagues in developing the quality of marking and feedback To develop quality marking and feedback on whole school level (coaching/ mentoring/INSET)		

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
1:7: Manage	Class behaviour	Demonstrate exemplary	Demonstrate exemplary classroom	Lesson observation	

behaviour effectively		classroom management	management	SLT observations inside and	
to ensure a good and		Model practice to colleagues	Model practice to colleagues	outside the classroom	
safe learning		Supports colleagues with	Supports colleagues with behaviour	School behaviour policies	
environment		behaviour management as	management as needed	applied, personal conduct,	
Clear rules and		needed	management as needed	reflects dealing with incidents	
	Policy			in and around school	
routines for	POIICY	Exemplary use of school	Exemplary use of school behaviour	Behaviour support plans in place	
behaviour in		behaviour policy, pre-empting	policy, pre-empting and analyse	Capability of dealing with	
classrooms;		and analyse behaviour	behaviour	unacceptable behaviour	
responsibility for		Support colleagues	Extensive knowledge of using and	Records kept eg Behaviour log	
promoting good/			adapting a range of behaviour strategies	Learning walks	
courteous behaviour	Impact on	Ensure all unacceptable	Ensure all unacceptable behaviour in	Incident files	
both in classrooms	whole school	behaviour in own year group is	own year group is dealt with	Wall display – classroom rules	
and around school, in	behaviour	dealt with	Communicate behaviour issues with	(pupil voice), learning walks Evidence of sharing info with	
accordance with the		Communicate behaviour issues	appropriate staff	parents/other agencies if	
school's behaviour		with appropriate staff	Tackle any inappropriate behaviour	needed	
policy.		Tackle any inappropriate	across the school		
Have high		behaviour across the school	Analyse and act on any patterns or		
expectations of		Analyse and act on any patterns	trends in behaviour across the school		
behaviour, and		trends in behaviour across the			
establish a		school			
framework for	Parents	Ensure good communication	Ensure good communication with		
discipline with a		with parents/carers on	parents/carers on behaviour		
range of strategies,		behaviour	Develop strategies with parents to tackle		
using praise,		Develop strategies with parents	behaviour issues		
sanctions and		to tackle behaviour issues	Support colleagues		
rewards consistently		Support colleagues			
and fairly.	Additional	Give clear direction to any	Give clear direction to any additional		
Manage classes	adults	additional adults in class	adults in class		
effectively, using		Model behaviour strategies to	Model behaviour strategies to additional		
approaches which		additional adults	adults		
are appropriate to		Ensure effective	Ensure effective communication with		
pupils' needs in order		communication with additional	additional adults relating behaviour		
to involve and		adults relating behaviour	Through good example additional adults		
motivate them.		Through good example	uphold high expectations of behaviour		
Maintain good		additional adults uphold high	Lead behviour training in phase/whole		
				I	l

relationships	expectations of behaviour		
with pupils, exercise	Lead behviour training in		
appropriate	phase/whole		
authority, act			
decisively when			
necessary.			

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Notes
1:8: Fulfil wider	Team player			
professional	Whole school			
responsibilities	Leadership			
Make a positive	Moving			
contribution to the	teaching			
wider life and ethos	forward			
of the school develop	Enrichment			
effective professional	Parents			
relationships with	Wider			
colleagues, know	Community			
how and when to	CPD			
draw on advice /				
specialist support,				
deploy support staff				
effectively.				
Take responsibility				
for improving				
teaching through				
appropriate CPD,				
responding to advice				
and feedback from				

colleagues.						
Communicate						
effectively with						
parents with regard						
to pupils'						
achievements and						
well-being.						
Part two: Personal	Teachers uphold pu	ublic trust in the profession	and maintain high standards of	of ethics and behaviour, withir	and outside school, by:	
and professional	• treating pupils w	ith dignity, building relation	nships rooted in mutual respec	t, and at all times observing p	roper boundaries appropriat	te to a teacher's professional positi
conduct	 having regard for 	r the need to safeguard pup	pils' well-being, in accordance	with statutory provisions		
A teacher is expected to	 showing tolerand 	ce of and respect for the rig	ghts of others o not undermini	ng fundamental British values,	, including	
demonstrate consistently high standards of personal	• democracy, the r	rule of law, individual libert	y and mutual respect,			
and professional conduct.				iefs are not expressed in ways	which exploit pupils' vulner	ability or might lead them to break
The following statements	law.	·····,···,	,			
define the behaviour and	• have proper and	professional regard for the	e ethos, policies and practices of	of the school, and maintain hi	gh standards in their own att	endance and punctuality.
attitudes, which set the			nd always act within, the statu		-	
required standard for conduct throughout a			na always act within, the state		t then professional auties an	
teacher's career.						

APPENDIX D M6-UP1

Standards		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:1: Set high	Teaching	All teaching is good with	All teaching good with some	Class environment	
expectations		outstanding features	that are outstanding	Lesson observations – pupil behaviour	
which inspire,	Progress	All groups making progress.	All groups making progress.	Compliance with behaviour	
motivate and	Groups	Targeted groups demonstrate	Targeted groups demonstrate	policy	
challenge pupils		progress and positive impact of	positive impact of	Learning walk	
Establish a safe		intervention. Some pupils make	intervention. Accelerated	Displays/peer monitoring	
and stimulating		accelerated progress.	progress, narrows gaps for	Environment check	
environment for			under achievement and more	Risk assessments Use of resources	
pupils, rooted in			able pupils exceed better than	Ethos – how people talk to	
mutual respect.			expected progress.	each other	
Set goals that	Data and	Strong knowledge of class, targets,	Targets enable all children to	Clear instructions/expectations	
stretch and	target setting	current levels and next steps	make progress% better	Target setting	
challenge pupils of			than expected	Pupil interviews	
all backgrounds,	Classroom	Follows school policy, Safe,	Exemplary environment and	Target setting Pupil progress marking	
abilities and	Environment	inspiring, stimulating, interactive	supports others.	Planning and scrutiny of work	
dispositions.		displays that reflects year group		Lesson observation	
Demonstrate		The ethos of the school is reflected		Data Analysis	
consistently the	Routines	Exemplary practice. Pupils are	Exemplary practice. Pupils are	Provision maps/IEP's	
positive attitudes,		independent and take	independent and take	Pupil interviews	
values and		responsibility.	responsibility.	School/class rules displayed	

behaviour expected of pupils by the school.	Ethos Adults	Follows behaviour policy. Positive ethos, values reinforced effectively across the school. Promoting new initiatives across the school. Follows school policy. Consistent effective communication within the school community. Other adults are ensuring that a majority of pupils are making good progress.	Exemplary practice in all aspects of school life. Follows school policy. Exemplary practice. Other adults are ensuring that a majority of pupils are making good or better progress. Consistent effective communication within the school community.	Aims and ethos posters Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the school SMSC	
	Accountability generic	Effective communication with governors and SLT and be aware of their roles. Strong and supportive parent relationships.	Presenting to governors subject and phase information. Contribute to policy and practice.		

		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:2: Promote good progress and outcomes by pupils Be accountable for pupils' attainment, progress,outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build	Accountability generic Moderation	All pupils make good progress and some pupils make significant progress. Improve the progress of pupils across subject area in the school taking account of any under performing groups. Able to make independent judgments about attainment of pupils across the phase.	All pupils make good progress and some pupils make significant progress. Improve the progress of pupils across subject area in the school taking account of any under performing groups Able to make independent judgments about attainment of pupils across the school.	Pupil progress meeting Half termly APS Provision map/IEP ROA Behaviour policy evidence Liaising with inclusion manager Cross referencing all information with colleagues Planning Marking/next steps Scrutiny of children's work	

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.	Support/ Intervention Planning Medium/ Weekly/ Daily? Independent learners Pedagogy Ethos	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others. Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress. Clear strategies developed for comprehensive self and peer assessment including next steps and target setting. Lessons are engaging and offer opportunities for personalised learning with support for teachers in the phase Embed strategies to ensure all	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others. Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress. Clear strategies developed for comprehensive self and peer assessment including next steps and target setting. Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school Embed strategies to ensure all	Classroom observation Awareness of target and vulnerable groups Home links, keeping informed Celebration of achievement AFL – self/peer assessment Self evaluation Talking to pupils Assessment, objectives displayed – understandable language Use of display/working walls Target setting Sequence, pitch, pace Instilling work ethic Learning walk Pupil voice/pupil interviews Classroom management systems Children's work, including homework AFL Recording of independent and autonomous learning	
	Ethos	phase	offer support for teachers across the school		
		children develop positive attitudes to behaviour and learning and in so doing maximize attainment.	children develop positive attitudes to behaviour and learning and in so doing maximize attainment. Act role model for all staff.		

			_ · · · · · ·	
	M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
	With Sustained	OF ST HIGHLY CHECKIVE		Notes

		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:4: Plan and teach well structured lessons Use lesson time effectively to impart knowledge and develop understanding. Promote a love of learning and intellectual curiosity Set homework; plan	Planning pace/ depth design Learners	Use a range of strategies to ensure pace, progression and an appropriate match to the needs of the children Support less experienced colleagues in planning Children demonstrate resilience and perseverance, and are motivated to continue their learning beyond the lesson	Support colleagues to plan and deliver lessons through modeling good practice Children demonstrate resilience and perseverance, are able to work independently and are inspired to continue their learning beyond the lesson	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice Parents response Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	
other out-of-class activities to consolidate & extend K&U. Reflect systematically	Reflective practitioner	Constant reflection during and after lessons, adapting teaching to match emerging issues and meet individual needs.	Constant reflection and adaptation during and after lessons. Reflects critically on the impact of support provisions		

on the effectiveness of lessons and approaches to teaching. Contribute to design & provision of an engaging curriculum within the relevant subject area(s).		Seeks advice	Seeks advice and offers support.
	Homework	Homework is interesting and relevant to the learning needs of the children	Homework is interesting, challenging and relevant to the learning needs of the children
	Enrichment	Lead and organise a whole school initiative / event eg book week, healthy living week	Plan and organise enrichment activities to support school improvement foci
	Curriculum provision	Able to review and adapt current provision, in order to deliver a high quality, challenging and enjoyable curriculum	Take a lead in the development of high quality, challenging and enjoyable curriculum

		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:5: Adapt teaching to respond to the strengths and needs of all pupils Know when and how to differentiate appropriately, using approaches which enable effective teaching. Have a secure understanding of	Teaching styles Equal opportun ities Different iation	Differentiation good Use of many and varied alternative activities. Selecting specific resources to meet individual needs of all learners Evidence of differentiation for all ability groups and specific needs of individuals	Differentiation outstanding and modeling practice to other staff Selecting specific resources to ensure all learners access learning and achieve their full potential Evidence of differentiation for all ability groups and specific needs of individuals leading to every child making progress.	Planning/differentiation Lesson observation Work scrutiny Individual children's next steps Feedback/ marking Use of Data Subject knowledge – resources differentiated Provision planning/IEP Pupil progress meetings Provision maps Opportunities put in place to establish sound relationships with parents/carers	

how a range of	Learning	Secure understanding and holistic	Secure understanding and	Liaising with Senco and SLT	
factors can inhibit	needs	approach to the needs of pupils	holistic approach to the needs	App intervention	
pupils' ability to			of pupils	CCC interventions	
learn, and how best	Learning	Secure understanding of learning	Secure understanding of	TA support Demonstrated awareness of	
to overcome these.	styles	styles and characteristics of	learning styles and	'social' context of classroom	
Awareness of the	Styles	effective learning	characteristics of effective	Teaching activities range	
physical, social and		And development of personalized		Identification of next steps and	
intellectual			learning	strategies used for different	
		learning techniques	And development of	children observed	
development of			personalized learning	Use of AFL	
children, and adapt			techniques to ensure pupils		
teaching to support			achieve full potential		
pupils' education at	SEN	Opportunities for SEN pupils to be	Have a secure understanding of		
different stages of		supported and also to develop	individual needs of SEN pupils		
development.		independent learning.	and demonstrate how SEN		
Clear understanding		Actively seek advice and support	Targets are agreed and applied.		
of all pupils' needs		from SEN Co / other agencies.	Demonstrate outstanding		
including SEN; high		Demonstrate how SEN Targets are	practice to enable SEN pupils to		
ability; EAL;		agreed and applied.	reach their full potential.		
disabilities; use and	EAL	Effectively using visual teaching	Have a secure understanding of		
evaluate distinctive		resources and making key	individual needs of EAL pupils		
teaching approaches		vocabulary explicit.	and use visual teaching		
to engage/support			resources and vocabulary to		
			ensure they access learning.		

		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:6: Make accurate	Target setting	Set appropriate SMART	Set appropriate SMART targets for	Levelling of work using APP	
and productive use		targets for individuals	individuals and groups based on	Marking/ feedback	

		· · · · ·		Tananat a stilling	T1
of assessment		and groups based on	available data	Target setting, SATS (administering)	
Know and	1	available data	Support others in target setting	Lesson observation	
understand how to			process	Planning	
assess the relevant	Summative	Based on pupil	Based on pupil assessment be able	Pupil progress meetings	
subject and	assessments/Data analysis	assessment be able read	read and interpret data in order to	Assessment records	
curriculum areas,	dildiysis	and interpret data in	ensure future progress and to	Outstanding/good progress made	
incl. statutory		order to ensure future	support less experience colleagues	by all learners (pupil progress	
assessment		progress and to support	in the process	meetings) Learning tailored to individual	
requirements.		less experienced	To be able to read and interpret	needs eg SEN/CC/FSM.	
Make use of		colleagues in the	Raise online and similar data packs	Work scrutiny	
formative and		process	to inform school development	Use of AfL	
summative		Proven record of impact	Proven record of impact on pupil	Use of data to inform planning	
assessment to secure		on pupil progress	progress through data analysis		
pupils' progress.		through data analysis	(class/phase)		
Use relevant data to		(class)			
monitor progress, set					
targets, and plan					ļ
subsequent lessons.	Teaching	Confidently and	Confidently and accurately assess		
Give pupils regular	Assessments	accurately assess and	and support others in the		
feedback, both orally		support others in the	assessment process		
and through accurate		assessment process	Report assessments punctually		
marking, and		Report assessments	Moderate assessments made by		
encourage pupils to		punctually	colleagues		
respond to the		Moderate assessments	Lead on phase school moderation		
feedback.		made by colleagues			
1	Data analysis]	
1	Marking and	Follow school's marking	Follow school's marking policy		
1	feedback	policy	Ensure the quality of feedback is		
, I		Ensure the quality of	such that pupils are enabled to		
Į į		feedback is such that	achieve next steps and outstanding		
Į į		pupils are enabled to	progress		
1		achieve next steps and	To be able to apply effective		
1		make good progress	sustained strategies for developing		
1		To be able to apply	skill, target setting, AFL and self		
1		effective sustained	assessment and support colleagues		
·		1	L		

	strategies for developing	in developing the quality of marking		
	skill, target setting, AFL	and feedback		
	and self assessment and			
	support colleagues in			
	developing the quality			
	of marking and feedback			
	•			·····

		M6: "Sustained"	UPS1 "Highly effective"	Evidence includes	Notes
1:7: Manage	Class	Effective classroom	Demonstrate exemplary classroom	Lesson observation	
behaviour effectively	behaviour	management demonstrating	management	SLT observations inside and outside the classroom	
to ensure a good and		use of a range of strategies	Model practice to colleagues	School behaviour policies applied,	
safe learning		and awareness of triggers	Supports colleagues with behaviour	personal conduct, reflects dealing	
environment			management as needed	with incidents in and around	
Clear rules and	Policy	Consistently and effectively	Exemplary use of school behaviour	school	
routines for		follows school behaviour	policy, pre-empting and analyse	Behaviour support plans in place	
behaviour in		policy and uses professional	behaviour	Capability of dealing with unacceptable behaviour	
classrooms;		judgment	Support colleagues	Records kept eg Behaviour log	
responsibility for		Be able to pre-empt and		Learning walks	
promoting good/		analyse behaviour and liaise		Incident files	
courteous behaviour		with SLT, SENCO, LM as		Wall display – classroom rules	
both in classrooms		required		(pupil voice), learning walks	
and around school, in	Impact on	Ensure all unacceptable	Ensure all unacceptable behaviour	Evidence of sharing info with parents/other agencies if needed	
accordance with the	whole school	behaviour in own year group	in own year group is dealt with	parents/other agencies in needed	
school's behaviour	behaviour	is dealt with	Communicate behaviour issues		
policy.		Communicate behaviour	with appropriate staff		
Have high		issues with appropriate staff	Tackle any inappropriate behaviour		
expectations of		Tackle any inappropriate	across the school		
behaviour, and		behaviour across the school	Analyse and act on any patterns or		
establish a			trends in behaviour across the		
framework for			school		
discipline with a	Parents	Ensure good communication	Ensure good communication with		
range of strategies,		with parents/carers on	parents/carers on behaviour		
using praise,		behaviour	Develop strategies with parents to		

ir	-		
sanctions and		Develop strategies with	tackle behaviour issues
rewards consistently		parents to tackle behaviour	Support colleagues
and fairly.		issues	
Manage classes		<u> </u>	
effectively, using	Additional	Give clear direction to any	Give clear direction to any
approaches which	adults	additional adults in class	additional adults in class
are appropriate to		Model behaviour strategies	Model behaviour strategies to
pupils' needs in order		to additional adults	additional adults
to involve and		Ensure effective	Ensure effective communication
motivate them.		communication with	with additional adults relating
Maintain good		additional adults relating	behaviour
relationships with		behaviour	Through good example additional
pupils, exercise		Through good example	adults uphold high expectations of
appropriate		additional adults uphold high	behaviour
authority, act		expectations of behaviour	Lead behviour training in
decisively when		Lead behviour training in	phase/whole
necessary.		phase/whole	

		M6: "Sustained"	UPS1 "Highly effective"	Notes
1:8: Fulfil wider	Team player			
professional	Whole school			
responsibilities	Leadership			
Make a positive	Moving			
contribution to the	teaching			
wider life and ethos	forward			
of the school develop	Enrichment			
effective professional	Parents			
relationships with	Wider			
colleagues, know	Community			
how and when to	CPD			
draw on advice /				

	-		-		
Teachers uphold p	public trust in the profession	on and maintain high standards c	of ethics and behaviour, withir	n and outside school, by:	
 treating pupils 	with dignity, building relati	ionships rooted in mutual respec	t, and at all times observing p	proper boundaries appropriation	te to a teacher's professional positi
 having regard feature 	or the need to safeguard p	oupils' well-being, in accordance	with statutory provisions		
 showing tolerar 	nce of and respect for the	rights of others o not underminir	ng fundamental British values,	, including	
• democracy, the	rule of law, individual libe	erty and mutual respect,			
			iefs are not expressed in ways	s which exploit pupils' vulner	ability or might lead them to break
law.					
 have proper an 	d professional regard for t	he ethos, policies and practices o	of the school, and maintain hi	gh standards in their own att	endance and punctuality.
		-,,	,		
	 treating pupils having regard f showing toleran democracy, the tolerance of the law. have proper an 	 treating pupils with dignity, building relat having regard for the need to safeguard p showing tolerance of and respect for the democracy, the rule of law, individual libe tolerance of those with different faiths/be law. have proper and professional regard for t 	 treating pupils with dignity, building relationships rooted in mutual respect having regard for the need to safeguard pupils' well-being, in accordance of showing tolerance of and respect for the rights of others o not undermining democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths/beliefs, ensuring that personal bel law. have proper and professional regard for the ethos, policies and practices of 	 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing periods having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others o not undermining fundamental British values democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths/beliefs, ensuring that personal beliefs are not expressed in ways law. have proper and professional regard for the ethos, policies and practices of the school, and maintain hi 	 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, tolerance of those with different faiths/beliefs, ensuring that personal beliefs are not expressed in ways which exploit pupils' vulner.

APPENDIX E M4- M6

Grand Avenue Primary & Nursery School: Teaching Standards Expectations Overview.

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." **National Standards Preamble**

Standards		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:1: Set high expectations	Teaching	All teaching is good or better	All teaching is good with outstanding features	Class environment Lesson observations – pupil	
which inspire, motivate and challenge pupils	Progress Groups	Pupils make expected progress. Some pupils make accelerated progress. Under achieving pupils	All groups making progress. Targeted groups demonstrate progress and positive impact of intervention. Some pupils	behaviour Compliance with behaviour policy Learning walk Displays/peer monitoring Environment check	
Establish a safe and stimulating environment for pupils, rooted in	Data and target setting	targeted. With SLT use data to ensure targets are met and next steps are identified	geted.make accelerated progress.Risk assessmentsth SLT use data to ensure gets are met and nextStrong knowledge of class, targets, current levels and nextUse of resources Ethos – how people talk to each other	Use of resources Ethos – how people talk to each	
mutual respect	Classroom Environment	Follows school policy, Safe, stimulating, interactive	Follows school policy, Safe, inspiring, stimulating,	Target setting Pupil interviews	

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Demonstrate consistently the positive attitudes,	Routines	displays that reflects year group. The ethos of the school is reflected Follows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.	interactive displays that reflects year group The ethos of the school is reflected Exemplary practice. Pupils are independent and take responsibility.	Target setting Pupil progress marking Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's Pupil interviews School/class rules displayed Aims and ethos posters Professional conduct Outside links – home communication	
positive attitudes, values and behaviour expected of pupils by the school.	Ethos	Follows behaviour policy. Positive ethos, values reinforced effectively across the school.	Follows behaviour policy. Positive ethos, values reinforced effectively across the school. Promoting new initiatives across the school.	communication Quality of inter-actions Teachers' attitudes – life in the school SMSC	
	Adults	Follows school policy. Consistent effective communication. Other adults impacting on pupil achievement.	Follows school policy. Consistent effective communication within the school community. Other adults are ensuring that a majority of pupils are making good progress.		
	Accountability generic	Report to governors and SLT and be aware of their roles. Good parent relationships.	Effective communication with governors and SLT and be aware of their roles. Strong and supportive parent relationships.		

M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes

1:2: Promote good progress and outcomes by pupils Be accountable for pupils' attainment, progress,outcomes. Be aware of pupils'	Accountability generic Moderation	All pupils make good or better progress. Be aware of the progress pupils are making in subject across the school Able to make informed	All pupils make good progress and some pupils make significant progress. Improve the progress of pupils across subject area in the school taking account of any under performing groups. Able to make independent	Pupil progress meeting Half termly APS Provision map/IEP ROA Behaviour policy evidence Liaising with inclusion manager Cross referencing all information with colleagues Planning	
capabilities and their prior knowledge, and plan teaching to build on these		judgments about pupil attainment alongside less experienced teachers in your year group.	judgments about attainment of pupils across the phase.	Marking/next steps Scrutiny of children's work Classroom observation Awareness of target and vulnerable groups	
Guide pupils to reflect on the progress they have made and their emerging needs	Support/ Intervention	Demonstrate an awareness of underperforming groups and are proactive in seeking support to improve progress	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others.	Home links, keeping informed Celebration of achievement AFL – self/peer assessment Self evaluation Talking to pupils Assessment, objectives displayed – understandable language	
Demonstrate knowledge and understanding of how pupils learn and	Planning Medium/ Weekly/ Daily	Differentiation is sufficiently challenging so that all pupils make good or better progress.	Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress.	Use of display/working walls Target setting Sequence, pitch, pace Instilling work ethic Learning walk Pupil voice/pupil interviews	
how this impacts on teaching Encourage pupils to take a responsible	Independent learners	Clear strategies developed for comprehensive self and peer assessment including next steps and target setting.	Clear strategies developed for comprehensive self and peer assessment including next steps and target setting.	Classroom management systems Children's work, including homework AFL Recording of independent and autonomous learning	
and conscientious attitude to their own work and study.	Pedagogy	Lessons are engaging and offer opportunities for personalised learning and to share this understanding with less experienced colleagues	Lessons are engaging and offer opportunities for personalised learning with support for teachers in the phase		

Ethos	Embed strategies to ensure	Embed strategies to ensure	
	all children develop positive	all children develop positive	
	attitudes to behaviour and	attitudes to behaviour and	
	learning and in so doing	learning and in so doing	
	maximize attainment.	maximize attainment.	

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:3: Demonstrate good subject and curriculum knowledge	Subject knowledge	Seek training for any identified gaps in subject knowledge	Understand progression of subject knowledge across year groups with ref. to current class.	Lesson observation Planning APP records Tackle misunderstandings and anticipate	
Have a secure knowledge of relevant subject(s) and curriculum areas,	Planning	To refine plans from previous year to closely meet the needs of current class.	Highly differentiated planning to identify next step learning for all pupils	Active role in leadership Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans	
foster and maintain pupils' interest in the subject, and address misunderstandings	New initiatives	New initiatives introduced to classroom practice where appropriate	Embed new initiatives to ensure quality first teaching	Subject action plan Subject leadership Staff guidance Report writing	
Demonstrate a critical understanding of developments in	Subject Leadership	Take responsibility for leading subject area	Ensure progression across all year groups through regular monitoring	Book scrutiny (teachers' comments to pupils) Moderation Letters to parents	
the subject/curriculum areas, and promote	Teaching Literacy	Knowledge of skills progression in Literacy	Understanding of cross-phase progression in Literacy	Planning and knowing next steps Classroom environment Use of FSP	
scholarship Promoting high standards of literacy,	Teaching 3Rs	Clear understanding of phonics, reading and writing teaching.	Model effective teaching of phonics where appropriate		

articulacy and use		Evidenced in		
correct standard		observations		
English,	Numeracy	Knowledge of skills	Understanding of cross-phase	
For early reading,		progression in	progression in Numeracy	
clear understanding		Numeracy		
of systematic				
synthetics phonics				
Early maths; clear				
understanding of				
approp teaching				
strategies				

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:4: Plan and teach well structured lessons Use lesson time effectively to impart knowledge and develop	Planning - pace/depth design	Use assessment information to inform and adapt plans so that lessons are well paced, appropriately pitched and matched to need	Use a range of strategies to ensure pace, progression and an appropriate match to the needs of the children Support less experienced colleagues in planning	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice Parents response Class display/class set-up	
understanding. Promote a love of learning and intellectual curiosity. Set homework; plan	Learners	Almost all children demonstrate enjoyment through good engagement and contributions to lessons, talking enthusiastically about their learning	Children demonstrate resilience and perseverance, and are motivated to continue their learning beyond the lesson	Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	

		-	•
other out-of-class			
activities to	Reflective	During the lesson can	Constant reflection during
consolidate & extend	practitioner	adapt teaching to match	and after lessons, adapting
K&U		emerging issues; after a	teaching to match emerging
		lesson, identify what	issues and meet individual
Reflect systematically		went well, what didn't	needs.
on the effectiveness		and why and knows what	Seeks advice
of lessons and		to do next.	
approaches to		Seeks advice from	
teaching		colleagues	
	Homework	Homework differentiated	Homework is interesting and
Contribute to design		and matched to the needs	relevant to the learning needs
& provision of an		of children	of the children
engaging curriculum	Enrichment	When planning a topic,	Lead and organise a whole
within the relevant		research, plan arrange	school initiative / event eg
subject area(s).		visits, activities & visitors	book week, healthy living
		to enrich learning	week
	Curriculum	Able to plan and / or	Able to review and adapt
	provision	adapt and deliver a high	current provision, in order to
		quality, challenging and	deliver a high quality,
		enjoyable curriculum	challenging and enjoyable
			curriculum

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:5: Adapt teaching to respond to the strengths and needs of all pupils Know when and how to differentiate appropriately, using approaches which enable effective teaching. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Awareness of the physical, social and intellectual development of children, and adapt	Teaching styles Equal opportunities Differentiation Learning needs Learning styles SEN	Effective differentiation Use of extension activities Resources available to all learners Evidence of differentiation for all ability groups Secure understanding of the needs of pupils Secure understanding of learning styles and characteristics of effective learning Opportunities for SEN	Differentiation good Use of many and varied alternative activities. Selecting specific resources to meet individual needs of all learners Evidence of differentiation for all ability groups and specific needs of individuals Secure understanding and holistic approach to the needs of pupils Secure understanding of learning styles and characteristics of effective learning And development of personalized learning techniques Opportunities for SEN pupils	Evidence includes Planning/differentiation Lesson observation Work scrutiny Individual children's next steps Feedback/ marking Use of Data Subject knowledge – resources differentiated Provision planning/IEP Pupil progress meetings Provision maps Opportunities put in place to establish sound relationships with parents/carers Liaising with Senco and SLT App intervention CCC interventions TA support Demonstrated awareness of 'social' context of classroom Teaching activities range Identification of next steps and strategies used for different children observed Use of AFL	Notes
children, and adapt teaching to support pupils' education at different stages of development. Clear understanding of all pupils' needs including SEN; high ability; EAL;	EAL	pupils to be supported and also to develop independent learning. Actively seek advice and support from SEN Co / other agencies.	to be supported and also to develop independent learning. Actively seek advice and support from SEN Co / other agencies. Demonstrate how SEN Targets are agreed and applied. Effectively using visual		

disabilities; use and	teaching resources and	teaching resources and				
evaluate distinctive	making key vocabulary	making key vocabulary				
teaching approaches	explicit.	explicit.				
to engage/support			 		 	

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:6: Make accurate and productive use of assessment Know and understand how to assess the relevant subject and curriculum areas, incl. statutory assessment requirements. Make use of formative and summative assessment to secure	Target setting Summative assessments/ Data analysis	Set appropriate SMART targets for individuals and groups based on available data Based on pupil assessment be able read and interpret data in order to ensure future progress (with support as required)	Set appropriate SMART targets for individuals and groups based on available data Based on pupil assessment be able read and interpret data in order to ensure future progress and to support less experienced colleagues in the process Proven record of impact on pupil progress through data analysis (class)	Levelling of work using APP Marking/ feedback Target setting, SATS (administering) Lesson observation Planning Pupil progress meetings Assessment records Outstanding/good progress made by all learners (pupil progress meetings) Learning tailored to individual needs eg SEN/CC/FSM. Work scrutiny Use of AfL Use of data to inform planning	
pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Teaching Assessments	Confidently and accurately assess and support others in the assessment process Report assessments punctually	Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made		
			by colleagues		

	7	T	T	· · · · · · · · · · · · · · · · · · ·	
Give pupils regular	Data	Enter progress data half	Use data to indentify groups		
feedback, both orally	analysis	termly			
and through accurate marking, and	Marking and feedback	 Follow school's marking policy 	 Follow school's marking policy 		
encourage pupils to respond to the		• Ensure the quality of feedback is	• Ensure the quality of feedback is such that		
feedback.		such that pupils are enabled to achieve	pupils are enabled to achieve next steps and		
		next steps and make	make good progress		
		appropriate progress	 To be able to apply effective sustained 		
			strategies for developing		
			skill, target setting, AFL		
			and self assessment and		
			support colleagues in		
			developing the quality of		
		[marking and feedback		

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
1:7: Manage	Class	Consistently effective,	Effective classroom	Lesson observation SLT observations inside and	
behaviour effectively to ensure a good and	behaviour	confident classroom management using a range	management demonstrating use of a range of strategies and	outside the classroom	
safe learning		of strategies	awareness of triggers	School behaviour policies applied, personal conduct,	
environment Clear rules and routines	Policy	Consistently follow school	Consistently and effectively	reflects dealing with incidents in and around school	
for behaviour in		behaviour policy and uses professional judgment	follows school behaviour policy and uses professional judgment	Behaviour support plans in	
classrooms; responsibility for promoting good/			Be able to pre-empt and	place Capability of dealing with	
			analyse behaviour and liaise	0	

courteous behaviour both in classrooms and around 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,	Impact on whole school behaviour	Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour across the school	with SLT, SENCO, LM as required Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour across the school	unacceptable behaviour Records kept eg Behaviour log Learning walks Incident files Wall display – classroom rules (pupil voice), learning walks Evidence of sharing info with parents/other agencies if needed	
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, act decisively when necessary.	Parents Additional adults	Ensure good communication with parents/carers on behaviour Develop effective strategies with parents to tackle behaviour issues Give clear direction to any additional adults in class Model behaviour strategies to additional adults Ensure effective communication with additional adults relating behaviour	Ensure good communication with parents/carers on behaviour Develop effective strategies with parents to tackle behaviour issues Give clear direction to any additional adults in class Model behaviour strategies to additional adults Ensure effective communication with additional adults relating behaviour Through good example additional adults uphold high expectations of behaviour Lead behaviour training in phase/whole		

		M4: "Embedded"	M6: "Sustained"	Notes
1:8: Fulfil wider	Team player			
professional	Whole school			

r						
responsibilities	Leadership					
Make a positive	Moving					
contribution to the	teaching					
wider life and ethos	forward					
of the school develop	Enrichment					
effective professional	Parents					
relationships with	Wider					
colleagues, know	Community					
how and when to	CPD					
draw on advice /	-					
specialist support,						
deploy support staff						
effectively.						
Take responsibility						
for improving						
teaching through						
appropriate CPD,						
responding to advice						
and feedback from						
colleagues.						
Communicate						
effectively with						
parents with regard						
to pupils'						
achievements and						
well-being.						
Part two: Personal	Teachers uphold p	public trust in the profession	on and maintain high standards c	f ethics and behaviour, within and outside school, by:		
and professional	• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional positi					
conduct	 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 					
A teacher is expected to	 showing tolerance of and respect for the rights of others o not undermining fundamental British values, including 					
demonstrate consistently high standards of personal	-	rule of law, individual libe	-			
and professional conduct.	-			efs are not expressed in ways which exploit pupils' vulnerability or might lead them to break		
The following statements	law.					
define the behaviour and	-	d professional regard for t	he ethos policies and practices of	f the school, and maintain high standards in their own attendance and punctuality.		
attitudes, which set the				and the senses, and maintain high standards in their own attendance and punctuality.		

required standard for	• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
conduct throughout a	
teacher's career.	

APPENDIX F – M2 – M4

Grand Avenue Primary & Nursery School: Teaching Standards Expectations Overview.

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." **National Standards Preamble**

Standards		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:1: Set high	Teaching	Much good or better	All teaching is good or better	Class environment	
expectations		teaching and all teaching		Lesson observations – pupil	
which inspire,		satisfactory		behaviour Compliance with behaviour policy	
motivate and	Progress	All pupils make at least	Pupils make expected progress.	Learning walk	
challenge pupils	Groups	satisfactory progress	Some pupils make accelerated	Displays/peer monitoring	
			progress. Under achieving pupils	Environment check	
Establish a safe			targeted.	Risk assessments	
and stimulating	Data and	With support form SLT use	With SLT use data to ensure	Use of resources Ethos – how people talk to each	
environment for	target	data and set long term and	targets are met and next steps	other	
pupils, rooted in	setting	short term targets	are identified	Clear instructions/expectations	
mutual respect	Classroom	Follows school policy. Safe	Follows school policy, Safe,	Target setting	
	Environment	interactive displays that	stimulating, interactive displays	Pupil interviews	
Set goals that		reflects year group	that reflects year group.	Target setting	

_	*			-
	The ethos of the school is reflected eg RRS	The ethos of the school is reflected	Pupil progress marking Planning and scrutiny of work	
Routines	Follows behaviour policy. Clear class routines. including during transitions	SolutionFollows behaviour policy. ClearLesson observationv class routines.class routines are followedData AnalysisProvision maps/IEP'sProvision maps/IEP's		
Ethos	Follows behaviour policy. Positive ethos, values reinforced.	Follows behaviour policy. Positive ethos, values reinforced effectively across the school.	Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the	
Adults	Follows school policy. Good effective communication. Other adults impacting on pupil achievement.	Follows school policy. Consistent effective communication. Other adults impacting on pupil achievement.	school SMSC	
Accountability generic	Report to governors and SLT and be aware of their roles. Good parent relationships.	Report to governors and SLT and be aware of their roles. Good parent relationships.		
_	Ethos Adults Accountability	reflected eg RRSRoutinesFollows behaviour policy. Clear class routines. including during transitionsEthosFollows behaviour policy. Positive ethos, values reinforced.AdultsFollows school policy. Good effective communication. Other adults impacting on pupil achievement.Accountability genericReport to governors and SLT and be aware of their roles. Good parent	reflected eg RRSreflectedRoutinesFollows behaviour policy. Clear class routines. including during transitionsFollows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.EthosFollows behaviour policy. Positive ethos, values reinforced.Follows behaviour policy. Positive ethos, values reflectively across the school.AdultsFollows school policy. Good effective communication. Other adults impacting on pupil achievement.Follows school policy. Consistent effective communication. Other adults impacting on pupil achievement.Accountability genericReport to governors and SLT and be aware of their roles. Good parentReport to governors and seneric	reflected eg RRSreflectedRoutinesFollows behaviour policy. Clear class routines. including during transitionsFollows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's Pupil interviewsEthosFollows behaviour policy. Positive ethos, values reinforced.Follows behaviour policy. Positive ethos, values effectively across the school.Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's Pupil interviewsAdultsFollows behaviour policy. Positive ethos, values reinforced.Follows behaviour policy. Positive ethos, values reinforced effectively across the school.Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's Pupil interviewsAdultsFollows behaviour policy. Positive ethos, values reinforced.Follows behaviour policy. Positive ethos, values reinforced effectively across the school.Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the school SMSCAccountability genericReport to governors and SLT and be aware of their roles. Good parentReport to governors and SLT and be aware of their roles. Good parent relationships.Report to governors and SLT and be aware of their roles. Good parent relationships.

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:2: Promote good	Accountability	All pupils make at least	All pupils make good or	Pupil progress meeting	
progress and	generic	expected progress and some	better progress.	Half termly APS	

			-		
outcomes by pupils		pupils make good or better	Be aware of the progress	Provision map/IEP ROA	
		progress.	pupils are making in subject	ROA Behaviour policy evidence	
Be accountable for			across the school	Liaising with inclusion manager	
pupils attainment,	Moderation	Able to make informed	Able to make informed	Cross referencing all information	
progress,outcomes		judgments about pupil	judgments about pupil	with colleagues	
		attainment in your class.	attainment alongside less	Planning	
Be aware of pupils'			experienced teachers in your	Marking/next steps	
capabilities and			year group.	Scrutiny of children's work Classroom observation	
their prior	Support/	Using adults effectively within	Demonstrate an awareness of	Awareness of target and vulnerable	
knowledge, and	Intervention	the classroom to secure	underperforming groups and	groups	
plan teaching to		improved pupil progress.	are proactive in seeking	Home links, keeping informed	
build on these			support to improve progress	Celebration of achievement	
	Planning	Lessons meet the school	Differentiation is sufficiently	AFL – self/peer assessment Self evaluation	
Guide pupils to	Medium/	requirements for a good	challenging so that all pupils	Talking to pupils	
reflect on the	Weekly/	lesson e.g.	make good or better	Assessment, objectives displayed –	
progress they have	Daily?	Building on prior learning,	progress.	understandable language	
made and their		differentiation and AFL		Use of display/working walls	
emerging needs	Independent	Assessment for Learning	Clear strategies developed for	Target setting	
	learners	strategies are used within	comprehensive self and peer	Sequence, pitch, pace Instilling work ethic	
Demonstrate		lessons so that pupils know	assessment including next	Learning walk	
knowledge and		what they have done well,	steps and target setting.	Pupil voice/pupil interviews	
understanding of		and what they need to do to		Classroom management systems	
how pupils learn		take their learning forward.		Children's work, including homework	
and how this		Lessons contain opportunities		AFL Recording of independent and	
impacts on		to reflect on their learning.		autonomous learning	
teaching	Pedagogy	Lessons are engaging and	Lessons are engaging and		
		offer opportunities for	offer opportunities for		
Encourage pupils to		personalised learning	personalised learning and to		
take a responsible			share this understanding with		
and conscientious			less experienced colleagues		
attitude to their	Ethos	Developing strategies to	Embed strategies to ensure		
own work and		develop positive attitudes to	all children develop positive		
study.		behaviour and learning and in	attitudes to behaviour and		
		so doing improve attainment.	learning and in so doing		
			maximize attainment.		
	-				

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:3: Demonstrate good subject and curriculum	Subject knowledge	Develop subject knowledge by being proactive in subject self analysis.	Seek training for any identified gaps in subject knowledge	Lesson observation Planning APP records Tackle misunderstandings and	
knowledge Have a secure knowledge of	Planning	Effectively plan all lessons.	To refine plans from previous year to closely meet the needs of current class.	Active role in leadership Input to INSET/staff	
relevant subject(s) and curriculum areas, foster and maintain	New initiatives	Work with experienced staff to understand new initiatives	New initiatives introduced to classroom practice where appropriate	CPD – reflection and feedback Appraisal Personal Action plans Subject action plan	
pupils' interest in the subject, and address misunderstandings	Subject Leadership	Shadow subject leader, increasing responsibility as appropriate	Take responsibility for leading subject area	Subject leadership Staff guidance Report writing	
Demonstrate a critical understanding of developments in the	Teaching Literacy	Plan and teach effective lessons with support from subject leader Secure knowledge of literacy skills for year group	Knowledge of skills progression in Literacy	Book scrutiny (teachers' comments to pupils) Moderation Letters to parents Planning and knowing next steps Classroom environment	
subject/curriculum areas, and promote scholarship	Teaching 3Rs	Clear understanding of phonics , reading and writing teaching. Evidenced in observations	Clear understanding of phonics , reading and writing teaching. Evidenced in observations	Use of FSP	

Promoting high	Numeracy	Plan and teach effective	Knowledge of skills	
standards of literacy,		lessons with support from	progression in Numeracy	
articulacy and use		subject leader		
correct standard		Secure knowledge		
English		ofmathematics skills and		
		knowledge for year group		
For early reading,				
clear understanding				
of systematic				
synthetics phonics				
Early maths; clear				
understanding of				
approp teaching				
strategies				

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:4: Plan and teach well structured lessons Use lesson time effectively to	Planning - pace/depth design	Lessons thoroughly planned with clear learning outcomes	Use assessment information to inform and adapt plans so that lessons are well paced, appropriately pitched and matched to need	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice	
impart knowledge and develop understanding Promote a love of learning and	Learners	Most children demonstrate enjoyment through good engagement and contributions to lessons	Almost all children demonstrate enjoyment through good engagement and contributions to lessons, talking enthusiastically about their learning	Parents response Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	
intellectual curiosity.	Reflective practitioner	Able to evaluate a lesson and identify what went well, what	During the lesson can adapt teaching to match emerging		

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	1	didn't and why	issues; after a lesson, identify
Set homework;plan	1	Seeks advice from colleagues	what went well, what didn't
other out-of-class	1/	4	and why and knows what to
activities to	1	1	do next.
consolidate &	1	1	Seeks advice from colleagues
extend K&U.	Homework	Practice complies with school	Homework differentiated and
	1	policy	matched to the needs of
Reflect	1	1	children
systematically on	Enrichment	Arrange trips and visits	When planning a topic,
the effectiveness of	1/	related to learning topics	research , plan arrange visits,
lessons and	1	Share responsibility for an	activities & visitors to enrich
approaches to	1	extra curricular activity	learning
teaching.	Curriculum	Able to deliver a high quality,	Able to plan and / or adapt
	provision	challenging and enjoyable	and deliver a high quality,
Contribute to	1	curriculum	challenging and enjoyable
design & provision	1	1	curriculum
of an engaging	1	1	
curriculum within	1/	1	1
the relevant subject	1/	4	1
area(s).	'	4'	

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:5: Adapt teaching to respond to the strengths and needs of all pupils Know when and how to differentiate appropriately, using approaches which	Teaching styles Equal opportunities	Differentiation ensures the majority of pupils make good progress. Use of support and extension activities Resources available to all learners	Effective differentiation Use of extension activities Resources available to all learners	Planning/differentiation Lesson observation Work scrutiny Individual children's next steps Feedback/ marking Use of Data Subject knowledge – resources differentiated Provision planning/IEP	
enable effective teaching. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Awareness of the physical, social and intellectual development of children, and adapt teaching to support pupils' education at different stages of development. Clear understanding of all pupils' needs including SEN; high	Differentiation Learning needs Learning styles SEN EAL	Evidence of differentiation for all ability groups Develop understanding of the needs of pupils and seek advice Develop understanding of learning styles and characteristics of effective learning Opportunities for SEN pupils to be supported and also to develop independent learning. Take advice from SEN Co / other agencies. Visual teaching resources and key vocabulary available.	Evidence of differentiation for all ability groups Secure understanding of the needs of pupils Secure understanding of learning styles and characteristics of effective learning Opportunities for SEN pupils to be supported and also to develop independent learning. Actively seek advice and support from SEN Co / other agencies. Effectively using visual teaching resources and making key vocabulary explicit.	Pupil progress meetings Provision maps Opportunities put in place to establish sound relationships with parents/carers Liaising with Senco and SLT App intervention CCC interventions TA support Demonstrated awareness of 'social' context of classroom Teaching activities range Identification of next steps and strategies used for different children observed Use of AFL	
ability; EAL; disabilities; use and evaluate distinctive teaching approaches					

to engage/support.		

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:6: Make accurate and productive use of assessment Know and understand how to assess the relevant subject and curriculum areas, incl. statutory	Target setting Summative assessments Data analysis	Set appropriate SMART targets for individuals and groups based on available data Based on pupil assessment be able read and interpret data in order to ensure future progress (with support)	Set appropriate SMART targets for individuals and groups based on available data Based on pupil assessment be able read and interpret data in order to ensure future progress (with support as required)	Levelling of work using APP Marking/ feedback Target setting, SATS (administering) Lesson observation Planning Pupil progress meetings Assessment records Outstanding/good progress made by all learners (pupil progress meetings)	
assessment requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to	Teaching Assessments Data analysis	Assess and level children's work alongside more experienced colleagues Report assessments punctually Enter progress data half termly	Confidently and accurately assess and support others in the assessment process Report assessments punctually Enter progress data half termly	Learning tailored to individual needs eg SEN/CC/FSM. Work scrutiny Use of AfL Use of data to inform planning	

	_	-		
monitor progress, set	Marking	Follow school's marking	Follow school's marking	
targets, and plan	and	policy	policy	
subsequent lessons.	feedback	Lead and encourage	Ensure the quality of	
Give pupils regular		children to reflect on	feedback is such that pupils	
feedback, both orally		marking and identify ways	are enabled to achieve next	
and through accurate		to improve work	steps and make appropriate	
marking, and			progress	
encourage pupils to				
respond to the				
feedback.				

		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
1:7: Manage behaviour effectively	Class behaviour	Classroom behaviour is dealt with guickly and	Consistently effective, confident classroom	Lesson observation SLT observations inside and outside	
to ensure a good and	Dellaviour	· · · · · ·	management using a range of	the classroom	

				.	
safe learning		required	strategies	School behaviour policies applied,	
environment		Effective classroom		personal conduct, reflects dealing with incidents in and around school	
Clear rules and routines		management		Behaviour support plans in place	
for behaviour in		demonstrated, facilitating		Capability of dealing with	
classrooms;		good behaviour for learning		unacceptable behaviour Records kept eg Behaviour log	
responsibility for promoting good/	Policy	Consistently follow school	Consistently follow school		
courteous behaviour		behaviour policy and seek	behaviour policy and uses	Learning walks	
both in classrooms and		support from SLT as needed	professional judgment	Incident files Wall display – classroom rules (pupil	
around school, in				voice), learning walks	
accordance with the	Impact on	Ensure all unacceptable	Ensure all unacceptable	Evidence of sharing info with	
school's behaviour	whole	behaviour in own year	behaviour in own year group	parents/other agencies if needed	
policy.	school	group is dealt with	is dealt with		
Have high expectations	behaviour	Communicate behaviour	Communicate behaviour		
of behaviour, and establish a framework		issues with appropriate	issues with appropriate staff		
for discipline with a		staff	Tackle any inappropriate		
range of strategies,			behaviour across the school		
using praise, sanctions	Parents	Ensure good	Ensure good communication		
and rewards		communication with	with parents/carers on		
consistently and fairly.		parents/carers on	behaviour		
Manage classes		behaviour	Develop strategies with		
effectively, using			parents to tackle behaviour		
approaches which are			issues		
appropriate to pupils' needs in order to	Additional	Give clear direction to any	Give clear direction to any		
involve and motivate	adults	additional adults in class so	additional adults in class		
them.		that they impact on pupils'	Model behaviour strategies		
Maintain good		learning	to additional adults		
relationships with			Ensure effective		
pupils, exercise			communication with		
Appropriate			additional adults relating		
authority,act decisively			behaviour		
when necessary.		L	L		

		M2: "Developing"	M4: "Embedded"	Notes
1:8: Fulfil wider	Team player			
professional	Whole school			
responsibilities	Leadership			
Make a positive	Moving			
contribution to the	teaching			
wider life and ethos	forward			
of the school develop	Enrichment			
effective professional	Parents			
relationships with	Wider			
colleagues, know	Community			
how and when to	, CPD			
draw on advice /				
specialist support,				
deploy support staff				
effectively.				
Take responsibility				
for improving				
teaching through				
appropriate CPD,				
responding to advice				
and feedback from				
colleagues.				
Communicate				
effectively with				
parents with regard				
to pupils'				
achievements and				
well-being.				
Part two: Personal			_	f ethics and behaviour, within and outside school, by:
and professional	 treating pupils 	with dignity, building relati	ionships rooted in mutual respec	t, and at all times observing proper boundaries appropriate to a teacher's professional posit
conduct	 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 			
A teacher is expected to				

demonstrate consistently	 showing tolerance of and respect for the rights of others o not undermining fundamental British values, including
high standards of personal	• democracy, the rule of law, individual liberty and mutual respect,
and professional conduct. The following statements	• tolerance of those with different faiths/beliefs, ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break
define the behaviour and	law.
attitudes, which set the	• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
required standard for	• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
conduct throughout a teacher's career.	• reachers must have an anaerstanding of, and aways act within, the statutory nameworks which set out their professional daties and responsionnes.