

## **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
- Equal opportunity. 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.

## **Purpose**

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 planned 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
<b>1:1: Set high expectations which inspire, motivate and challenge pupils</b> Establish a safe and stimulating environment for pupils, rooted in mutual respect.  Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Teaching	All teaching is very good with a majority of outstanding lesson	Class environment Lesson observations – pupil behaviour	
	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 expected progress.	Compliance with behaviour policy Learning walk Displays/peer monitoring Environment check Risk assessments Use of resources Ethos – how people talk to each other Clear instructions/expectations Target setting Pupil interviews	
	Data and target setting	Targets enable all children to make progress. ___% better than expected. Lead and support teachers in target setting.	Target setting Pupil progress marking Planning and scrutiny of work Lesson observation Data Analysis Provision maps/IEP's	
	Classroom	Exemplary environment and	Pupil interviews	

Demonstrate consistently the positive attitudes, values and behaviour expected of pupils by the school.	Environment	supports others and leads 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 school SMSC	
	Routines	Exemplary practice. Pupils are independent and take responsibility. Leading the school forward.		
	Ethos	Exemplary practice in all aspects of school life. Leading the school forward.		
	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.		
	Accountability generic	Presenting to governors subject and phase information. Contribute significantly to policy and practice.		

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

<p>Be accountable for pupils' attainment, progress, outcomes.</p> <p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>		across subject area in the school taking account of any under performing groups	<p>ROA</p> <p>Behaviour policy evidence</p> <p>Liaising with inclusion manager</p> <p>Cross referencing all information with colleagues</p> <p>Planning</p> <p>Marking/next steps</p> <p>Scrutiny of children's work</p> <p>Classroom observation</p> <p>Awareness of target and vulnerable groups</p> <p>Home links, keeping informed</p> <p>Celebration of achievement</p> <p>AFL – self/peer assessment</p> <p>Self evaluation</p> <p>Talking to pupils</p> <p>Assessment, objectives displayed – understandable language</p> <p>Use of display/working walls</p> <p>Target setting</p> <p>Sequence, pitch, pace</p> <p>Instilling work ethic</p> <p>Learning walk</p> <p>Pupil voice/pupil interviews</p> <p>Classroom management systems</p> <p>Children's work, including homework</p> <p>AFL</p> <p>Recording of independent and autonomous learning</p>	
	Moderation	Able to engage in whole school moderation and demonstrate impact upon progress and attainment.		
	Support/ Intervention	Demonstrating outstanding differentiation that enables all children to make significant progress and are able to support all teachers across the school.		
	Planning Medium/ Weekly/ Daily?	Differentiation is sufficiently challenging so that the lesson leads to pupils making good progress and many leading to significant progress.		
	Independent learners	Clear strategies developed for comprehensive self and peer assessment including next steps and target setting.		
	Pedagogy	Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school		
	Ethos	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment. Act role model for all staff.		

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
<b>1:3: Demonstrate good subject and curriculum knowledge</b> Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject/curriculum areas, and promote scholarship Promoting high standards of literacy, articulation and use of correct standard English,	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 Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans Subject action plan Subject leadership Staff guidance Report writing Book scrutiny (teachers' comments to pupils) Moderation Letters to parents Planning and knowing next steps Classroom environment Use of FSP	
	Planning	Proactively monitor plans to ensure continued progress across year groups.		
	New initiatives	Proactively and independently lead training and analyse impact		
	Subject Leadership	Proactively manage subject area to ensure that all members of the school community are aware of strengths and weakness		
	Teaching Literacy	All teaching at least good with majority having outstanding features		
	Teaching 3Rs			
	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				
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		UPS2 "Leading / Exemplar"	Evidence includes	Notes
<b>1:4: Plan and teach well structured lessons</b> 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	Support colleagues to plan and deliver lessons through modeling outstanding practice	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	
	Learners	Support colleagues to develop inspired learners		
	Reflective practitioner	Highly reflective practitioners who can support others to evaluate and improve their own practice		
	Homework			
	Enrichment	Identify and address gaps in current enrichment provision		
	Curriculum provision	Support colleagues to develop a high quality, challenging and enjoyable curriculum		

Contribute to design & provision of an engaging curriculum within the relevant subject area(s).				
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		UPS3 "Leading / Exemplar"	Evidence includes	Notes
<b>1:5: Adapt teaching to respond to the strengths and needs of all pupils</b> 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 to support pupils' education at different stages of development Clear understanding of all pupils' needs including	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 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	
	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		
	Differentiation	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 development in this area		
	Learning needs	Secure understanding and holistic approach to the needs of pupils. Mentor and coach other staff to support their development in this area		
	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.		

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
<b>1:6: Make accurate and productive use of assessment</b> Know and understand how to assess the relevant subject and curriculum areas, incl. statutory assessment requirements. Make use of	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 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	
	Summative assessments/Data 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		

formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.		through data analysis (class/phase/whole school)	Use of data to inform planning	
	Teaching Assessments	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		
	Data analysis			
	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)		

		UPS2 "Leading / Exemplar"	Evidence includes	Notes
<b>1:7: Manage behaviour effectively to ensure a good and safe learning environment</b>	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,	



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

decisively when necessary.				
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<b>1:8: Fulfil wider professional responsibilities</b> Make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, know how and when to 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	Team player					
	Whole school					
	Leadership					
	Moving teaching forward					
	Enrichment					
	Parents					
	Wider Community					
	CPD					

effectively with parents with regard to pupils' achievements and well-being.						
<b>Part two: Personal and professional conduct</b> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others or not undermining fundamental British values, including</li> <li>• democracy, the rule of law, individual liberty and mutual respect,</li> <li>• 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 law.</li> <li>• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>					

## APPENDIX C UPS1-UPS2

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

dispositions.			school forward	work	
Demonstrate consistently the positive attitudes, values and behaviour expected of pupils by the school.	Routines	Exemplary practice. Pupils are independent and take responsibility.	Exemplary practice. Pupils are independent and take responsibility. Leading the school forward.	Lesson observation Data Analysis Provision maps/IEP's Pupil interviews School/class rules displayed Aims and ethos posters Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the school SMSC	
	Ethos	Exemplary practice in all aspects of school life.	Exemplary practice in all aspects of school life. Leading the school forward.		
	Adults	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.	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.		
	Accountability generic	Presenting to governors subject and phase information. Contribute to policy and practice.	Presenting to governors subject and phase information. Contribute significantly to policy and practice.		

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
<b>1:2: Promote good progress and outcomes by pupils</b> 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	

<p>capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>Guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>		groups		information with colleagues	
	Moderation	Able 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	
	Support/ Intervention	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others.	Demonstrating outstanding differentiation that enables all children to make significant progress and are able to support all teachers across the school.	Marking/next steps	
	Planning Medium/ Weekly/ Daily	Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress.	Differentiation is sufficiently challenging so that the lesson leads to pupils making good progress and many leading to significant progress.	Scrutiny of children's work	
	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 observation	
	Pedagogy	Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school	Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school	Awareness of target and vulnerable groups	
	Ethos	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment. Act role model for all staff.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment. Act role model for all staff.	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	

		UPS1 “Highly effective”	UPS2 “Leading / Exemplar”	Evidence includes	Notes
<b>1:3: Demonstrate good subject and curriculum knowledge</b> Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject/curriculum areas, and promote scholarship. Promoting high standards of literacy,	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 Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans Subject action plan Subject leadership Staff guidance Report writing Book scrutiny (teachers’ comments to pupils) Moderation Letters to parents Planning and knowing next steps Classroom environment Use of FSP	
	Planning	Provide support for staff when planning	Proactively monitor plans to ensure continued progress across year groups.		
	New initiatives	Lead training in new initiatives	Proactively and independently lead training and analyse impact		
	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		
	Teaching Literacy	All Literacy teaching at least good, many with outstanding features	All teaching at least good with majority having outstanding features		
	Teaching 3Rs				

articulacy and use correct standard English. For early reading, clear understanding of systematic synthetics phonics Early maths; clear understanding of approp teaching strategies.	Numeracy	All Numeracy teaching at least good, many with outstanding features	All teaching at least good with majority having outstanding features		
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		UPS1 “Highly effective”	UPS2 “Leading / Exemplar”	Evidence includes	Notes
<b>1:4: Plan and teach well structured lessons</b> 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	Planning - pace/depth design	Support colleagues to plan and deliver lessons through modeling good practice	Support colleagues to plan and deliver lessons through modeling outstanding practice	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	
	Learners	Children demonstrate resilience and perseverance, are able to work independently and are inspired to continue their learning beyond the lesson	Support colleagues to develop inspired learners		
	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. Contribute to design & provision of an engaging curriculum within the relevant subject area(s).	Homework	Homework is interesting, challenging and relevant to the learning needs of the children			
	Enrichment	Plan and organise enrichment activities to support school improvement foci	Identify and address gaps in current enrichment provision		
	Curriculum provision	Take a lead in the development of high quality, challenging and enjoyable curriculum	Support colleagues to develop a high quality, challenging and enjoyable curriculum		

		UPS1 “Highly effective”	UPS2 “Leading / Exemplar”	Evidence includes	Notes
<b>1:5: Adapt teaching to respond to the strengths and needs of all pupils</b> 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	Teaching styles	Differentiation outstanding and modeling practice to other staff	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	
	Equal opportunities	Selecting specific resources to ensure all learners access learning and achieve their full potential	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	Evidence of differentiation for all ability groups and specific needs of individuals leading to every child making progress.	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 development in this area	Provision planning/IEP Pupil progress meetings Provision maps Opportunities put in place to establish sound relationships with parents/carers	
	Learning needs	Secure understanding and holistic approach to the needs of pupils	Secure understanding and holistic approach to the needs of pupils. Mentor and coach other staff to support their development in this area	Liaising with Senco and SLT App intervention	
	Learning styles	Secure understanding of learning styles and characteristics of effective learning And development of personalized	Extensive knowledge and understanding of personalization of leaning for all pupils to achieve their full potential. Mentor and coach other s	CCC interventions TA support Demonstrated awareness of ‘social’ context of	

development of children, and adapt teaching to support pupils' education at different stages of development. clear understanding of all pupils' needs including SEN; high ability; EAL; disabilities; use and evaluate distinctive teaching approaches to engage/support		learning techniques to ensure pupils achieve full potential	to develop skills in these areas.	classroom Teaching activities range Identification of next steps and strategies used for different children observed Use of AFL	
	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.	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.		
	EAL	Have a secure understanding of individual needs of EAL pupils and use visual teaching resources and vocabulary to ensure they access learning.	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.		

		UPS1 "Highly effective"	UPS2 "Leading / Exemplar"	Evidence includes	Notes
<b>1:6: Make accurate and productive use of assessment</b> Know and understand how to assess the relevant subject and curriculum areas, incl. statutory assessment	Target setting	Set appropriate SMART targets for individuals and groups based on available data Support others in target setting process	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	
	Summative assessments/Data 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	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	Planning Pupil progress meetings Assessment records Outstanding/good progress made by all	

<p>requirements. Make use of formative and summative assessment to secure pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>		<p>online and similar data packs to inform school development Proven record of impact on pupil progress through data analysis (class/phase)</p>	<p>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)</p>	<p>learners (pupil progress meetings) Learning tailored to individual needs eg SEN/CC/FSM. Work scrutiny Use of AfL Use of data to inform planning</p>	
	Teaching Assessments	<p>Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made by colleagues Lead on phase school moderation</p>	<p>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</p>		
	Data analysis				
	Marking and feedback	<p>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</p>	<p>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)</p>		

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

<b>behaviour effectively to ensure a good and safe learning environment</b> Clear rules and routines for behaviour in classrooms; responsibility for promoting good/ 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, 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		classroom management Model practice to colleagues Supports colleagues with behaviour management as needed	management Model practice to colleagues Supports colleagues with behaviour management as needed	SLT observations inside and outside the classroom School behaviour policies applied, personal conduct, reflects dealing with incidents in and around school Behaviour support plans in place Capability of dealing with 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	
	Policy	Exemplary use of school behaviour policy, pre-empting and analyse behaviour Support colleagues	Exemplary use of school behaviour policy, pre-empting and analyse behaviour Extensive knowledge of using and adapting a range of behaviour strategies		
	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 Analyse and act on any patterns trends in behaviour across the school	Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour across the school Analyse and act on any patterns or trends in behaviour across the school		
	Parents	Ensure good communication with parents/carers on behaviour Develop strategies with parents to tackle behaviour issues Support colleagues	Ensure good communication with parents/carers on behaviour Develop strategies with parents to tackle behaviour issues Support colleagues		
	Additional adults	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	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		

relationships with pupils, exercise appropriate authority, act decisively when necessary.		expectations of behaviour Lead behaviour training in phase/whole			
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		UPS1 “Highly effective”	UPS2 “Leading / Exemplar”	Notes
<b>1:8: Fulfil wider professional responsibilities</b> Make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, know how and when to draw on advice / specialist support, deploy support staff effectively. Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback from	Team player			
	Whole school			
	Leadership			
	Moving teaching forward			
	Enrichment			
	Parents			
	Wider Community			
	CPD			

colleagues. Communicate effectively with parents with regard to pupils' achievements and well-being.				
<b>Part two: Personal and professional conduct</b> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others or not undermining fundamental British values, including</li> <li>• democracy, the rule of law, individual liberty and mutual respect,</li> <li>• 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 law.</li> <li>• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>			

## APPENDIX D M6-UP1

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

behaviour expected of pupils by the school.	Ethos	Follows behaviour policy. Positive ethos, values reinforced effectively across the school. Promoting new initiatives across the school.	Exemplary practice in all aspects of school life.	Aims and ethos posters Professional conduct Outside links – home communication Quality of inter-actions Teachers' attitudes – life in the school SMSC	
	Adults	Follows school policy. Consistent effective communication within the school community. Other adults are ensuring that a majority of pupils are making good progress.	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.		
	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
<b>1:2: Promote good progress and outcomes by pupils</b> Be accountable for pupils' attainment, progress, outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build	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 groups.	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	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	
	Moderation	Able to make independent judgments about attainment of pupils across the phase.	Able to make independent judgments about attainment of pupils across the school.		



<p>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.</p>	Support/ Intervention	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others.	Demonstrating outstanding differentiation that enables all children to make significant progress and are willing to be observed by others.	<p>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</p>	
	Planning Medium/ Weekly/ Daily?	Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress.	Differentiation is sufficiently challenging so that all pupils make good progress and some make significant progress.		
	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.		
	Pedagogy	Lessons are engaging and offer opportunities for personalised learning with support for teachers in the phase	Lessons are engaging and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the school		
	Ethos	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment.	Embed strategies to ensure all 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
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<b>1:3: Demonstrate good subject and curriculum knowledge</b> Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject/curriculum areas, and promote scholarship. Promoting high standards of literacy, articulacy and use correct standard English. For early reading, clear understanding of systematic synthetics phonics. Early maths; clear understanding of approp teaching strategies	Subject knowledge	Understand progression of subject knowledge across year groups with ref. to current class.	Secure knowledge and understanding in all subject areas leading training where appropriate	Lesson observation Planning APP records Tackle misunderstandings and anticipate Active role in leadership Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans Subject action plan Subject leadership Staff guidance Report writing Book scrutiny (teachers' comments to pupils) Moderation Letters to parents Planning and knowing next steps Classroom environment Use of FSP	
	Planning	Highly differentiated planning to identify next step learning for all pupils	Provide support for staff when planning		
	New initiatives	Embed new initiatives to ensure quality first teaching	Lead training in new initiatives		
	Subject Leadership	Ensure progression across all year groups through regular monitoring	Share subject knowledge and lead training in specific areas. Analyse data		
	Teaching Literacy	Understanding of cross-phase progression in Literacy	All Literacy teaching at least good, many with outstanding features		
	Teaching 3Rs	Model effective teaching of phonics where appropriate			
	Numeracy	Understanding of cross-phase progression in Numeracy	All Numeracy teaching at least good, many with outstanding features		

		M6: “Sustained”	UPS1 “Highly effective”	Evidence includes	Notes
<b>1:4: Plan and teach well structured lessons</b> 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	Planning pace/ depth design	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	Support colleagues to plan and deliver lessons through modeling good practice	Lesson observation Pace Open ended questioning Enthusiasm evident in lesson observation Pupil voice Parents response	
	Learners	Children demonstrate resilience and perseverance, and are motivated to continue their learning beyond the lesson	Children demonstrate resilience and perseverance, are able to work independently and are inspired to continue their learning beyond the lesson	Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	
	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
<b>1:5: Adapt teaching to respond to the strengths and needs of all pupils</b> Know when and how to differentiate appropriately, using approaches which enable effective teaching. Have a secure understanding of	Teaching styles	Differentiation good Use of many and varied alternative activities.	Differentiation outstanding and modeling practice to other staff	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	
	Equal opportunities	Selecting specific resources to meet individual needs of all learners	Selecting specific resources to ensure all learners access learning and achieve their full potential		
	Differentiation	Evidence of differentiation for all ability groups and specific needs of individuals	Evidence of differentiation for all ability groups and specific needs of individuals leading to every child making progress.		

<p>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 ability; EAL; disabilities; use and evaluate distinctive teaching approaches to engage/support</p>	Learning needs	Secure understanding and holistic approach to the needs of pupils	Secure understanding and holistic approach to the needs of pupils	<p>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</p>	
	Learning styles	Secure understanding of learning styles and characteristics of effective learning And development of personalized learning techniques	Secure understanding of learning styles and characteristics of effective learning And development of personalized learning techniques to ensure pupils achieve full potential		
	SEN	Opportunities for SEN pupils 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.	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.		
	EAL	Effectively using visual teaching resources and making key vocabulary explicit.	Have a secure understanding of individual needs of EAL pupils and use visual teaching resources and vocabulary to ensure they access learning.		

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

<b>of assessment</b> 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 pupils' progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.		and groups based on available data	available data Support others in target setting process	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	
	Summative assessments/Data analysis	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)	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 through data analysis (class/phase)		
	Teaching Assessments	Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made by colleagues	Confidently and accurately assess and support others in the assessment process Report assessments punctually Moderate assessments made by colleagues Lead on phase school moderation		
	Data analysis				
	Marking and feedback	Follow school's marking policy Ensure the quality of feedback is such that pupils are enabled to achieve next steps and make good progress To be able to apply effective sustained	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		

		strategies for developing skill , target setting, AFL and self assessment and support colleagues in developing the quality of marking and feedback	in developing the quality of marking and feedback		
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		M6: “Sustained”	UPS1 “Highly effective”	Evidence includes	Notes
<b>1:7: Manage behaviour effectively to ensure a good and safe learning environment</b> Clear rules and routines for behaviour in classrooms; responsibility for promoting good/ 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,	Class behaviour	Effective classroom management demonstrating use of a range of strategies and awareness of triggers	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, reflects dealing with incidents in and around school Behaviour support plans in place Capability of dealing with 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	
	Policy	Consistently and effectively follows school behaviour policy and uses professional judgment Be able to pre-empt and analyse behaviour and liaise with SLT, SENCO, LM as required	Exemplary use of school behaviour policy, pre-empting and analyse behaviour Support colleagues		
	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	Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour across the school Analyse and act on any patterns or trends in behaviour across the school		
	Parents	Ensure good communication with parents/carers on behaviour	Ensure good communication with parents/carers on behaviour Develop strategies with parents to		

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

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



<p>specialist support, deploy support staff effectively.</p> <p>Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback from colleagues.</p> <p>Communicate effectively with parents with regard to pupils' achievements and well-being.</p>				
<p><b>Part two: Personal and professional conduct</b></p> <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.</p>	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others or not undermining fundamental British values, including</li> <li>• democracy, the rule of law, individual liberty and mutual respect,</li> <li>• 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 law.</li> <li>• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>			

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

<p>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>Demonstrate consistently the positive attitudes, values and behaviour expected of pupils by the school.</p>		displays that reflects year group. The ethos of the school is reflected	interactive displays that reflects year group The ethos of the school is reflected	<p>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 Quality of inter-actions Teachers' attitudes – life in the school SMSC</p>	
	Routines	Follows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.	Exemplary practice. Pupils are independent and take responsibility.		
	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.		
	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
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<p><b>1:2: Promote good progress and outcomes by pupils</b> Be accountable for pupils' attainment, progress, outcomes.</p> <p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p>Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	Accountability generic	All pupils make good or better progress. Be aware of the progress pupils are making in subject across the school	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.	Pupil progress meeting Half termly APS Provision map/IEP ROA Behaviour policy evidence Liaising with inclusion manager Cross referencing all information with colleagues	
	Moderation	Able to make informed judgments about pupil attainment alongside less experienced teachers in your year group.	Able to make independent judgments about attainment of pupils across the phase.	Planning Marking/next steps Scrutiny of children's work Classroom observation Awareness of target and vulnerable groups	
	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	
	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	
	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	
	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 all children develop positive attitudes to behaviour and learning and in so doing maximize attainment.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment.		
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		M4: “Embedded”	M6: “Sustained”	Evidence includes	Notes
<b>1:3: Demonstrate good subject and curriculum knowledge</b> Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject/curriculum areas, and promote scholarship Promoting high standards of literacy,	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 Active role in leadership Input to INSET/staff CPD – reflection and feedback Appraisal Personal Action plans Subject action plan Subject leadership Staff guidance Report writing Book scrutiny (teachers’ comments to pupils) Moderation Letters to parents Planning and knowing next steps Classroom environment Use of FSP	
	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		
	New initiatives	New initiatives introduced to classroom practice where appropriate	Embed new initiatives to ensure quality first teaching		
	Subject Leadership	Take responsibility for leading subject area	Ensure progression across all year groups through regular monitoring		
	Teaching Literacy	Knowledge of skills progression in Literacy	Understanding of cross-phase progression in Literacy		
	Teaching 3Rs	Clear understanding of phonics, reading and writing teaching.	Model effective teaching of phonics where appropriate		

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

		M4: “Embedded”	M6: “Sustained”	Evidence includes	Notes
<b>1:4: Plan and teach well structured lessons</b> 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	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	
	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	

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

		M4: "Embedded"	M6: "Sustained"	Evidence includes	Notes
<b>1:5: Adapt teaching to respond to the strengths and needs of all pupils</b> 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 to support pupils' education at different stages of development. Clear understanding of all pupils' needs including SEN; high ability; EAL;	Teaching styles	Effective differentiation Use of extension activities	Differentiation good Use of many and varied alternative activities.	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	
	Equal opportunities	Resources available to all learners	Selecting specific resources to meet individual needs of all learners		
	Differentiation	Evidence of differentiation for all ability groups	Evidence of differentiation for all ability groups and specific needs of individuals		
	Learning needs	Secure understanding of the needs of pupils	Secure understanding and holistic approach to the needs of pupils		
	Learning styles	Secure understanding of learning styles and characteristics of effective learning	Secure understanding of learning styles and characteristics of effective learning And development of personalized learning techniques		
	SEN	Opportunities for SEN pupils to be supported and also to develop independent learning. Actively seek advice and support from SEN Co / other agencies.	Opportunities for SEN pupils 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.		
	EAL	Effectively using visual	Effectively using visual		



disabilities; use and evaluate distinctive teaching approaches to engage/support		teaching resources and making key vocabulary explicit.	teaching resources and making key vocabulary explicit.		
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		M4: “Embedded”	M6: “Sustained”	Evidence includes	Notes
<b>1:6: Make accurate and productive use of assessment</b> 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 pupils’ progress.  Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Target setting	Set appropriate SMART targets for individuals and groups based on available data	Set appropriate SMART targets for individuals and groups based on available data	Levelling of work using APP Marking/ feedback Target setting, SATS (administering) Lesson observation Planning	
	Summative assessments/ Data analysis	Based on pupil assessment be able read and interpret data in order to ensure future progress (with support as required)	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)	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	
	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		

Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Data analysis	Enter progress data half termly	Use data to identify groups		
	Marking and feedback	<ul style="list-style-type: none"> <li>Follow school's marking policy</li> <li>Ensure the quality of feedback is such that pupils are enabled to achieve next steps and make appropriate progress</li> </ul>	<ul style="list-style-type: none"> <li>Follow school's marking policy</li> <li>Ensure the quality of feedback is such that pupils are enabled to achieve next steps and make good progress</li> <li>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</li> </ul>		

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

<p>courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy.</p> <p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintain good relationships with pupils, exercise appropriate authority, act decisively when necessary.</p>			with SLT, SENCO, LM as required	<p>unacceptable behaviour</p> <p>Records kept eg Behaviour log</p> <p>Learning walks</p> <p>Incident files</p> <p>Wall display – classroom rules (pupil voice), learning walks</p> <p>Evidence of sharing info with parents/other agencies if needed</p>	
	Impact on whole school behaviour	<p>Ensure all unacceptable behaviour in own year group is dealt with</p> <p>Communicate behaviour issues with appropriate staff</p> <p>Tackle any inappropriate behaviour across the school</p>	<p>Ensure all unacceptable behaviour in own year group is dealt with</p> <p>Communicate behaviour issues with appropriate staff</p> <p>Tackle any inappropriate behaviour across the school</p>		
	Parents	<p>Ensure good communication with parents/carers on behaviour</p> <p>Develop effective strategies with parents to tackle behaviour issues</p>	<p>Ensure good communication with parents/carers on behaviour</p> <p>Develop effective strategies with parents to tackle behaviour issues</p>		
	Additional adults	<p>Give clear direction to any additional adults in class</p> <p>Model behaviour strategies to additional adults</p> <p>Ensure effective communication with additional adults relating behaviour</p>	<p>Give clear direction to any additional adults in class</p> <p>Model behaviour strategies to additional adults</p> <p>Ensure effective communication with additional adults relating behaviour</p> <p>Through good example additional adults uphold high expectations of behaviour</p> <p>Lead behaviour training in phase/whole</p>		

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

<b>responsibilities</b> Make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, know how and when to 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.	Leadership			
	Moving teaching forward			
	Enrichment			
	Parents			
	Wider Community			
	CPD			
<b>Part two: Personal and professional conduct</b> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others or not undermining fundamental British values, including</li> <li>• democracy, the rule of law, individual liberty and mutual respect,</li> <li>• 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 law.</li> <li>• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.</li> </ul>			

required standard for conduct throughout a teacher's career.	<ul style="list-style-type: none"> <li>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>
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## 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
<b>1:1: Set high expectations which inspire, motivate and challenge pupils</b>  Establish a safe and stimulating environment for pupils, rooted in mutual respect  Set goals that	Teaching	Much good or better teaching and all teaching satisfactory	All teaching is good or better	Class environment Lesson observations – pupil behaviour Compliance with behaviour policy	
	Progress Groups	All pupils make at least satisfactory progress	Pupils make expected progress. Some pupils make accelerated progress. Under achieving pupils targeted.	Learning walk Displays/peer monitoring Environment check Risk assessments Use of resources	
	Data and target setting	With support form SLT use data and set long term and short term targets	With SLT use data to ensure targets are met and next steps are identified	Ethos – how people talk to each other Clear instructions/expectations	
	Classroom Environment	Follows school policy. Safe interactive displays that reflects year group	Follows school policy, Safe, stimulating, interactive displays that reflects year group.	Target setting Pupil interviews Target setting	

stretch and challenge pupils of all backgrounds, abilities and dispositions  Demonstrate consistently the positive attitudes, values and behaviour expected of pupils by the school.		The ethos of the school is reflected eg RRS	The ethos of the school is reflected	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 Quality of inter-actions Teachers' attitudes – life in the school SMSC	
	Routines	Follows behaviour policy. Clear class routines. including during transitions	Follows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.		
	Ethos	Follows behaviour policy. Positive ethos, values reinforced.	Follows behaviour policy. Positive ethos, values reinforced effectively across the school.		
	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.		
	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.		

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

<b>outcomes by pupils</b>		pupils make good or better progress.	Be aware of the progress pupils are making in subject across the school	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 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	
Be accountable for pupils attainment, progress, outcomes	Moderation	Able to make informed judgments about pupil attainment in your class.	Able to make informed judgments about pupil attainment alongside less experienced teachers in your year group.		
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Support/ Intervention	Using adults effectively within the classroom to secure improved pupil progress.	Demonstrate an awareness of underperforming groups and are proactive in seeking support to improve progress		
Guide pupils to reflect on the progress they have made and their emerging needs	Planning Medium/ Weekly/ Daily?	Lessons meet the school requirements for a good lesson e.g. Building on prior learning, differentiation and AFL	Differentiation is sufficiently challenging so that all pupils make good or better progress.		
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Independent learners	Assessment for Learning strategies are used within lessons so that pupils know what they have done well, and what they need to do to take their learning forward. Lessons contain opportunities to reflect on their learning.	Clear strategies developed for comprehensive self and peer assessment including next steps and target setting.		
Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Pedagogy	Lessons are engaging and offer opportunities for personalised learning	Lessons are engaging and offer opportunities for personalised learning and to share this understanding with less experienced colleagues		
	Ethos	Developing strategies to develop positive attitudes to behaviour and learning and in so doing improve attainment.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment.		

		M2: “Developing”	M4: “Embedded”	Evidence includes	Notes
<b>1:3: Demonstrate good subject and curriculum knowledge</b> Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  Demonstrate a critical understanding of developments in the subject/curriculum areas, and promote scholarship	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 anticipate	
	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 CPD – reflection and feedback	
	New initiatives	Work with experienced staff to understand new initiatives	New initiatives introduced to classroom practice where appropriate	Appraisal Personal Action plans Subject action plan	
	Subject Leadership	Shadow subject leader, increasing responsibility as appropriate	Take responsibility for leading subject area	Subject leadership Staff guidance Report writing	
	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	
	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 standards of literacy, articulation and use of correct standard English  For early reading, clear understanding of systematic synthetic phonics Early maths; clear understanding of appropriate teaching strategies	Numeracy	Plan and teach effective lessons with support from subject leader Secure knowledge of mathematics skills and knowledge for year group	Knowledge of skills progression in Numeracy		
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		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
<b>1:4: Plan and teach well structured lessons</b> Use lesson time effectively to impart knowledge and develop understanding  Promote a love of learning and intellectual curiosity.	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 Parents response Class display/class set-up Lesson observation Evidence of reflection on teaching Feedback session Follows home learning policy Lesson design	
	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		
	Reflective practitioner	Able to evaluate a lesson and identify what went well, what	During the lesson can adapt teaching to match emerging		

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

		M2: “Developing”	M4: “Embedded”	Evidence includes	Notes
<b>1:5: Adapt teaching to respond to the strengths and needs of all pupils</b> 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 to support pupils’ education at different stages of development. Clear understanding of all pupils’ needs including SEN; high ability; EAL; disabilities; use and evaluate distinctive teaching approaches	Teaching styles	Differentiation ensures the majority of pupils make good progress. Use of support and extension activities	Effective differentiation Use of extension activities	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	
	Equal opportunities	Resources available to all learners	Resources available to all learners		
	Differentiation	Evidence of differentiation for all ability groups	Evidence of differentiation for all ability groups		
	Learning needs	Develop understanding of the needs of pupils and seek advice	Secure understanding of the needs of pupils		
	Learning styles	Develop understanding of learning styles and characteristics of effective learning	Secure understanding of learning styles and characteristics of effective learning		
	SEN	Opportunities for SEN pupils to be supported and also to develop independent learning. Take advice from SEN Co / other agencies.	Opportunities for SEN pupils to be supported and also to develop independent learning. Actively seek advice and support from SEN Co / other agencies.		
	EAL	Visual teaching resources and key vocabulary available.	Effectively using visual teaching resources and making key vocabulary explicit.		

to engage/support.					
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		M2: “Developing”	M4: “Embedded”	Evidence includes	Notes
<b>1:6: Make accurate and productive use of assessment</b> 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 pupils’ progress. Use relevant data to	Target setting	Set appropriate SMART targets for individuals and groups based on available data	Set appropriate SMART targets for individuals and groups based on available data	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	
	Summative assessments Data analysis	Based on pupil assessment be able read and interpret data in order to ensure future progress (with support)	Based on pupil assessment be able read and interpret data in order to ensure future progress (with support as required)		
	Teaching Assessments	Assess and level children’s work alongside more experienced colleagues Report assessments punctually	Confidently and accurately assess and support others in the assessment process Report assessments punctually		
	Data analysis	Enter progress data half termly	Enter progress data half termly		

monitor progress, set targets, and plan subsequent lessons. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Marking and feedback	Follow school's marking policy Lead and encourage children to reflect on marking and identify ways to improve work	Follow school's marking policy Ensure the quality of feedback is such that pupils are enabled to achieve next steps and make appropriate progress		
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		M2: "Developing"	M4: "Embedded"	Evidence includes	Notes
<b>1:7: Manage behaviour effectively to ensure a good and</b>	Class behaviour	Classroom behaviour is dealt with quickly and effectively with support as	Consistently effective, confident classroom management using a range of	Lesson observation SLT observations inside and outside the classroom	

<b>safe learning environment</b> Clear rules and routines for behaviour in classrooms; responsibility for promoting good/ 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, 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.		required Effective classroom management demonstrated, facilitating good behaviour for learning	strategies	School behaviour policies applied, personal conduct, reflects dealing with incidents in and around school Behaviour support plans in place Capability of dealing with 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	
	Policy	Consistently follow school behaviour policy and seek support from SLT as needed	Consistently follow school behaviour policy and uses professional judgment		
	Impact on whole school behaviour	Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff	Ensure all unacceptable behaviour in own year group is dealt with Communicate behaviour issues with appropriate staff Tackle any inappropriate behaviour across the school		
	Parents	Ensure good communication with parents/carers on behaviour	Ensure good communication with parents/carers on behaviour Develop strategies with parents to tackle behaviour issues		
	Additional adults	Give clear direction to any additional adults in class so that they impact on pupils' learning	Give clear direction to any additional adults in class Model behaviour strategies to additional adults Ensure effective communication with additional adults relating behaviour		

		M2: “Developing”	M4: “Embedded”	Notes
<b>1:8: Fulfil wider professional responsibilities</b> Make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, know how and when to 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.	Team player			
	Whole school			
	Leadership			
	Moving teaching forward			
	Enrichment			
	Parents			
	Wider Community			
	CPD			
<b>Part two: Personal and professional conduct</b> A teacher is expected to	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>• having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> </ul>			

<p>demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.</p>	<ul style="list-style-type: none"><li>• showing tolerance of and respect for the rights of others o not undermining fundamental British values, including</li><li>• democracy, the rule of law, individual liberty and mutual respect,</li><li>• 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 law.</li><li>• have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.</li><li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li></ul>
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