**FRAMEWORK FOR JUDGING A TEACHER’S OVERALL PERFORMANCE**

This document has been developed as a guide for schools when deciding on the criteria, process and evidence they will use to make a judgement about a teacher’s pay based on performance.

A summary of the main changes to teachers’ pay are:

* Automatic increases up the pay spine to be abolished
* Pay progression to be based on annual appraisal and performance
* Pay scale minimums and maximums to be retained – schools to determine the pay points on the scale
* The retention of the four geographical pay bands i.e. for Ealing inner London pay band
* The removal of the obligation on schools to match a teacher’s previous salary
* Temporary TLRs (TLR3) fixed-term responsibility up to £2,577 p.a. time-limited projects
* Pay ranges = main, upper and lead practitioner pay ranges
* Current teacher standards will continue to apply
* Threshold Assessment , Excellent Teacher and Advanced Skills Teacher standards and pay scales will be deleted.
* Continuing discretion for schools in the use of allowances for recruitment and retention
* Reinforcement of the responsibility of headteachers to manage staff/resources and GBs to hold school leaders to account for managing and rewarding the performance of teachers in the interests of pupils

As pay decisions will now be made as part of the Appraisal process it is crucial that the Appraisal system is robust enough to satisfy the Ofsted agenda and provide sufficiently robust evidence to inform performance related pay decisions i.e. schools need to be clear about what teachers will need to do (in their school) in order to move through the main, upper and lead practitioner pay ranges. Equally both teachers and reviewers need to be clear at the start of the appraisal process (objective setting) what they need to do/have evidence of, in order to move to the next level of pay – and what the pay award will be if they are successful. Obviously once schools are clear about their processes they need to ensure the pay and appraisal policies reflect practice.

In developing this guidance we have used a number of assumptions which may or may not be relevant for your school.

* We have used the Ofsted language to denote the level of teacher performance
* NQTs are not part of the appraisal process until they pass their induction – so should not be part of the performance related pay
* Appraisal should work on the principle that teachers are achieving well and a focus on the ‘whole’ of the teachers performance not simply related to e.g. meeting three objectives, albeit these should relate to and impact on school priorities, the teachers role within the school and career aspirations.
* We have used the current six point main scale pay range and post threshold range to base the new main and upper pay ranges on. This is for ease of understanding when moving from the current to the new pay system. However, schools may choose to use as few as two points in each pay range i.e. a minimum and maximum level.

**Main pay range**

* M1/2 NQTs and 1st year teachers – generally require improvement but are emerging as good teachers who are building and consolidating on their practice and experience
* M3/4 Good teachers and consistently so moving to some elements of outstanding and developing as role models of good practice for others
* M5/6 Good with some/many outstanding features on a consistent basis. They are developing leadership and management skills; share good practice; are proactive

**Upper pay range**

Consistently outstanding, has an extensive knowledge of how to use and adapt strategies for all learners to achieve their full potential and shares this with others, outstanding subject knowledge proactively leading and modelling innovative and inspiring practice. Build capacity across the school. An expert in the development and supporting on going positive and productive professional relationships with colleagues.

**Use of the Teacher Standards**

* The teacher standards should be used as an integral part of the appraisal process and decision making process around pay but should not be the only determining factor. Headteachers and other appraisers should use their professional judgement and common sense as well as any agreed criteria to assess teachers to a level that is consistent with what should reasonably be expected of a teacher given their role and level of experience. They can also be used to identify development needs and plan professional development
* The standards are presented as separate headings, numbered from 1 to 8 in Part 1, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a teacher is already demonstrating excellent practice relevant to that standard.
* Ofsted inspectors will consider the extent to which the Teachers’ Standards are being met when assessing the quality of teaching in schools (including Academies).

**FRAMEWORK FOR TRACKING & JUDGING A TEACHER’S OVERALL PERFORMANCE AGAINST THE TEACHING STANDARDS**

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| **Teachers’ Standards 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. |

| **PART ONE TEACHING**  **A Teacher must**: | **M1/M2**  **£28,098 -£29,563**  **Emerging Good** | **M3/M4**  **£31,103 - £32,724**  **Good /consistently good** | **M5/M6**  **£35,242 - £38,241**  **Top end Good /good with some outstanding features** | **UPS,1,2,3**  **£43,184 - £45,306 - £46,829**  **Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.** |
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| 1. **Set high expectations which inspire, motivate and challenge pupils**  * establish a safe and stimulating **environment** for pupils, rooted in mutual respect * set goals /***targets*** that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | The classroom ethos is positive and supportive.  With mentoring, coaching support from other colleagues, good practice and routines are established.  With mentor support, targets are accurate and provide challenge. | The teacher contributes to shaping the ethos, values and policies of the school.  The classroom ethos is positive, supportive, encouraging and supports risk taking and leads to good progress for pupils in lessons.  The teacher works within the explicit ethos, vales and policies of the school.  Pupil targets are accurate with inbuilt challenge. | The teacher makes an active and positive contribution to the ethos, values and policies of the school and this is evident in their supportive classroom environment that supports risk taking and leads to good and better progress for pupils in lessons. Pupils problem solve and support each other. They manage their own behaviour well.  All targets are precise, appropriate, accurate and challenging. Targets are personalised and most children meet these ambitious personalised targets. | Models good practice, proactive, supports others to achieve and improve.  The teacher promotes collective responsibility by taking a lead in shaping the ethos values and policies of the school and implementing these consistently.  This is evident in their supportive classroom environment that supports risk taking. Pupils problem solve and support each other. They manage their own behaviour and the behaviour of others through guidance and support of their peers.  Children are self motivated and have developed independent skills. Where possible children are involved in their own self assessment.  All pupils targets are precise, appropriate, accurate and challenging. All children meet these ambitious personalised targets. |
| **Evidence base - lesson observations, learning walks, pupil progress meetings, student feedback, planning, student work, in class, out of class, personal behaviour, environment created, target setting and progress toward targets.** | | | | |

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| 1. **Promote good progress and outcomes by pupils**  * be accountable for pupils’ attainment, progress and outcomes –plan teaching to build on pupils’ capabilities and prior knowledge – * **g**uide 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 – differentiation – lesson observations, book scrutiny. * encourage pupils to take a responsible and conscientious attitude to their own work and study | Marking, comments, accountability for outcomes, planning, demonstrate response to pupil needs, pupil reflection - AfL, moderation , evidence linked to grades  Differentiation is planned for and evident in learning and leads to at least good progress**.**  Pupils in lessons are generally focused and on task. These is evidence of extension and challenge.  **Progress is at least good.** | Some Assessment for Learning is evident in lesson and learning that supports pupils learning and accelerates their progress. Good progress made by individuals and groups.  Marking is regular and identifies the success and next steps for the individual. This is shown as good progress in pupil books.  Differentiation is planned for and effectively delivered. Differentiation is appropriate to pupil needs and leads to good progress.  Progress measures: Virtually all learners make good progress and achieve well.  **Progress is good.**  An exciting range of cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps. | | Sharp and precise use of Assessment for Learning which is used effectively during the lesson and over time to accelerate progress leading to good and sometimes outstanding progress.  Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals.  **Progress is consistently good and sometimes outstanding.**  An exciting range of challenging cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps. | | Models to others. Shares good practice. Supports other to achieve more and improve.  Learners thrive as a result of the extensive engagement and dialogue in learning and this sometimes leads to high quality child-led learning. All children make exceptionally good and better progress.  Accurate, precise and skilful use of AfL to diagnose problems and misconceptions and move learning forward during a lesson and over time. Shape, precise and effective marking that contributes to sustained improvements in pupil learning and progress.  Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals.  **Progress is outstanding.** |
| **PROGRESS MEASURES** | | | | | | |
| **EYFS TERMLY PROGRESS**  **RECEPTION**:  Expected/Good Progress: 0 - 1 PIVATs  Very Good Progress: 1 – 2 PIVATs  Outstanding Progress: 2+ PIVATs | **EYFS Progress over YEAR:**  **RECEPTION PROGRESS OVER THE YEAR:**  Expected/Good Progress: 2 PIVATs  Very Good Progress: 3 - 4 PIVATs  Outstanding Progress: 5+ PIVATs | | **KS1 and KS2 TERMLY APS PROGRESS:**  Expected/Good Progress: 0 - 1 PIVATs  Very Good Progress: 1 – 2 PIVATs  Outstanding Progress: 2+ PIVATs | | **KS1 & KS2** **APS PROGRESS OVER THE YEAR**  Expected/Good Progress: 2 PIVATs  Very Good Progress: 3 - 4 PIVATs  Outstanding Progress: 5+ PIVATs | |
| **Evidence base: termly progress of class, individuals and groups. End of year assessments, TA and Test results. APS Progress measures. Book scrutiny – quality of marking and feedback. Quality of evidence to demonstrate peer and self assessment. Assessment for learning.**  **Lesson observation – Quality of the application of assessment for learning principles during teaching and learning. Planning.** | | | | | | |

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| 1. **Demonstrate a good subject and curriculum knowledge**  * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly. The teacher demonstrates an understanding of and takes responsibility for promoting standards of literacy and articulacy. Teacher’s use of standard English is accurate whatever the teacher’s specialist subject.  The teacher positively engages in curriculum development and content. The teacher promotes different ways of working and learning that leads to at least good progress.  The teacher is beginning to develop skills and knowledge to support delivery of good lessons i.e. use of Makaton, PECs, symbolic environment. | The teachers’ good subject knowledge lends confidence to their teaching styles. Teaching methods are imaginative and lead to a good level of interest from the pupils. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher’s specialist subject.  The teacher positively and actively engages in shaping curriculum development and content. The teacher promotes effective ways for pupils to work and learn that leads to good progress.  The teacher uses Makaton, PECs, symbolic environment to ensure all children can access the learning and make good progress therefore creating a total communication environment. | M5/6 high levels of competence across the curriculum. Specialist knowledge  The teacher positively and actively co-leads on shaping curriculum development and content. The teacher makes connections where relevant that promotes highly effective ways of working and learning that leads to consistently good and outstanding progress for children.  The teachers knowledge of Makaton, PECs, symbolic environment is developed and secure and therefore leads to consistently good and outstanding progress for all children. | Role model and leader of learning, teaching development for their area.  Specialist knowledge used to support and develop others.  Makes a significant contribution to whole school self evaluation and improvement.  Teachers’ demonstrate high levels of expertise and evident interest in what they are teaching. Teaching reflects an understanding of how pupils learn and how to adjust the curriculum to promote full access.  Demonstrate an understanding of and always take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher’s specialist subject.  The teacher keeps abreast of curriculum development, improvements and reform and shares this knowledge with others. The teacher instils a love of learning in children. The teacher actively seeks out change for the better. S/he develops skilled, self motivated learner and ways of working at class and whole school level and supports others to develop their practice.  Teachers model/train/develop a total communication environment for all stakeholders. |
| **Evidence base: lesson observations, planning, book scrutiny, CPD records and involvement** | | | | |

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| 1. **Plan and teach well structured lessons**  * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum | Lesson judgements = at least good 66% of the time. Pupils make at least good progress.  Plan and teach well-structured lessons, pace may be slow.  The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them. Pupils are given some scope to make choices and use their ideas but this is inconsistent.  Learners make at least good progress.  Contributes to curriculum design  The teacher has some awareness of their strengths and areas for development. The teacher takes on board constructive criticism and advice and will act on this within ½ a term.  Manages other adults effectively so that they actively contribute to the lesson and support pupils so that progress is at least good. | Lesson observations: consistently good. Learners make consistently good progress.  A good range of carefully chosen resources develop pupil skills in reading, including phonics, writing, maths and ICT and well-judged setting of extension and project work encourages independent learning. The skills and confidence needed for independent learning are developed. Teaching pace is good and leads to good progress over the lesson and time.  Teachers always set homework to consolidate and extend the knowledge and understanding that pupils have acquired.  Contributes to curriculum design –co leading.  The teacher has accurate self awareness skills of their personal strengths and areas for improvement and acts positively to improve their practice.  The teacher has the confidence to change the lesson and adapt it to pupil understanding and needs that leads to good progress for all.  Manages other adults effectively so that they actively contribute to the good progress of pupils. | Lesson observations: good with elements of outstanding practice.  Learners make good + often outstanding progress  Personalises learning.  Shares good practice  Contributes significantlyto curriculum design –taking a lead in the process  The teacher has a wide range of skills that s/he draws upon to promote independent learning that leads to good or better outcomes.  The pace of learning is sharp and moves learning forward so accelerated progress is maintained throughout the lesson for all pupil groups and individuals.  The teacher accurately and explicitly pinpoints their strengths and weaknesses and they proactively work to address these quickly. The teacher will often anticipate weaknesses during a lesson and address them where relevant to ensure they get the best out of the children.  The teacher is a model of very good and sometimes outstanding practice.  Effectively manages additional adults who actively contribute to the good and sometimes outstanding progress of pupils. | Lesson observations: outstanding .  Lead on developing and designing the curriculum with SLT. Supports others to achieve more and improve by sharing outstanding g practice and modelling to others leading to proven good outcomes.  Expert in personalising learning.  The methods and use of resources develop pupil skills in reading, including phonics, writing, maths and ICT. The degree of independent learning enthuses and extends learners and provides opportunities for extending wider skills such as research and co-operative working. Teaching is sharp and pacey.  The teacher always sets homework and plans other out of school activities to consolidate and extend the knowledge and understanding that pupils have acquired. They enthuse learning in pupils.  The teacher is highly self aware and accurate in identifying their strengths and areas for improvement. They address any shortfall very quickly and effectively.  The teacher supports others to develop accurate skills of self awareness and supports them to improve their practice.  Teacher is flexible, creative and adept at adapting their teaching strategies to gain the best out of children so that they make outstanding progress.  Additional adults make a significant contribution to the progress of individuals and groups and leads to outstanding progress. |
| **Evidence Base: planning, lesson observations, learning walks, Pupil interviews. Contribution toward CPD, policies and school practices.** **Identifies areas to improve and strengths of teaching. Determines own CPD and seeks to improve self. Effectively analyse the impact of CPD on practice.** | | | | |

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| 1. **Adapt teaching to respond to the strengths and needs of all pupils**  * know when and how to **differentiate** appropriately, using approaches which enable pupils to be taught effectively – * Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. * demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils’ education at different stages of development * has a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Evidence of differentiation during lessons and over time that leads to at least good progress.  Understands how pupils learn and the barriers to their learning. Uses a range of strategies and ideas to overcome these barriers, following advice from peers. Follows up and measures impact of action.  With some advice, guidance and support from peers, adapts teaching techniques and strategies making them age appropriate and supports the physical, social and intellectual development of individuals and groups that leads to at least good progress.  Deals with play ground issues following school policy.  Provides emotional support to pupils and develops pupil self awareness. Finds and uses solutions to break down learning barriers with advice and support from peers.  A range of inclusive learning and teaching strategies are used to engage and support all pupils groups leading to at least good outcomes for all.   * Using good multi-sensory activities | Good evidence of daily effective differentiation for individuals and groups that leads to consistently good progress during the lesson and over time.  Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers which lead to good learning and progress during lessons and over time. Follows up accurately and measures impact of action.  Provides effective emotional support. Deals with play ground issues well so that all parties are learning ready and emotionally supported. Helps children to resolve problems so that they are learning ready  Uses a wide range of age appropriate and need driven teaching techniques and strategies that supports the physical, social and intellectual development of individuals and groups leading to good progress for individuals and groups.  A range of effective inclusive learning and teaching strategies are used to engage and support all pupils groups leading to good outcomes for all.   * Extended use of multisensory activities & environments | Very good evidence of daily effective and sharp differentiation that meets the wide range of pupil needs and provides very good access to learning. This leads to very good and sometimes outstanding progress during the lesson and over time for all individuals and pupil groups.  Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers. Advises other staff. Follows up and measures impact of action in terms of emotional, social and academic progress.  Provides very good levels of emotional support. Deals effectively with play ground issues so children are satisfied. And are emotionally learning ready. Helps children to resolve problems so that they are learning ready.  Uses a wide range of age appropriate and effective teaching techniques and strategies that effectively supports the physical, social and intellectual development of individuals and groups leading to good and sometimes outstanding progress for individuals and groups.  Highly inclusive learning and teaching strategies are used to engage and support all pupils groups leading to very good and outstanding outcomes for all.   * Highly specialised multisensory activities including specialised IT software & hardware | Learning is always differentiated to a high standard and enables all individuals and pupil groups to access the learning and make accelerated and outstanding progress during lessons and over time.  Finds effective solutions to learning barriers that enable all individuals and pupil groups to make outstanding progress across the lesson and over time.  Mentors and coaches peers and children in finding solutions to barriers with proven outstanding impact.  Leads departmental/school discussions about choices of courses, curriculum, teaching approaches  Results for the groups they teach consistently meet or exceed the high and challenging predictions made in relation to the learners prior attainment  Consistently uses a range of approaches to teaching and learning that give all learners the opportunity to succeed in their learning and to achieve outstanding outcomes.  Provides high levels of emotional support and deals effectively with the most challenging pupils. Deals effectively with play ground issues. Helps children to resolve problems themselves so that they are learning ready  Totally inclusive learning and teaching strategies are used to engage and support all pupils groups leading to outstanding outcomes for all.   * Training others to use highly specialised multisensory approaches |

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| **Evidence Base: lesson observations/planning/use of assessment/book looks** |

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| 1. **Make accurate and productive use of assessment**  * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress – * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | Assessment and marking policy followed.  Work is regularly marked. Some evidence of assessment for learning in marking leading to at least good progress. E.g strengths, next steps, mainly in core subjects.  Emerging Assessment for Learning practice used during lessons. – *effectiveness of questioning, quality of oral engagement and feedback, adjusting lesson according to pupil needs*  Pupils’ provide a simple response to feedback.  Moderation is accurate with support.  Emerging practice - pupil and self assessment leading to at least good progress.  In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole.  Teacher uses assessment information (from marking/planning annotations) to plan the next session. | Assessment and marking policy followed accurately.  Regular evidence of assessment for learning practice used during lessons and this leads to good progress. – accurate feedback is given that moves learning forward.  Work is always marked to a good standard. Good evidence of Assessment for Learning that moves learning forward and leads to good progress.  Pupils’ provide appropriate response to feedback linked to the success criteria.  Moderation is accurate. Beginning to support other staff to accurately moderate learning.  Pupil and self assessment are regular features of learning and leads to good progress.  Marking is diagnostic, helps pupils improve their work and gives teachers and assistants a clear understanding of pupils’ capabilities. In class, questions are well targeted and understanding is checked. Pupils are regularly involved in helping to assess their own work and regularly respond to and use teacher feedback. Records of progress are used well to set challenging targets for all pupils.  Planning annotation accurately identifies the next steps in pupil learning and the next lesson builds on this to further promote learning and progress. | Support others to develop and improve their assessment practice.  Uses data in highly effective way to make judgements on learners progress and future needs  Assessment and marking policy followed accurately and consistently.  Strong evidence of Assessment for Learning practice used during lessons which impact positively on pupil progress – leads to good and some outstanding progress.  Work is always marked to a high standard using AfL. Very good evidence of assessment for learning that moves learning forward and leads to progress that is good and sometimes outstanding.  Pupils’ response to feedback is in depth and demonstrates their learning has moved forward.  Moderation is always accurate. Supports other staff in accurate moderation.  Pupil and self assessment are regular features of learning and leads to good and sometimes outstanding progress.  Uses the wider data available to benchmark their own data set and is proactive in raising standards further. | Expert in Assessment for Learning - is a model of outstanding practice as demonstrated in planning and learners understanding of how, why and what they are learning.  Actively promotes and consistently applies assessment and marking policy.  Regular evidence of Assessment for Learning practice used during lessons and over time leading to good and outstanding outcomes for individuals and groups.  Many examples of effective *quality* *marking*. At least weekly evidence of assessment for learning that moves learning forward.  Leads on accurate moderation. Moderation is always accurate. Regularly supports other staff and gives guidance and support to others when moderating.  Pupil and self assessment are regular features of learning and leads to accelerated progress for individuals and groups. Pupils’ response to feedback is in depth, astute and shows clear progress in their learning and leads to outstanding progress.  Careful planning based on thorough assessment ensures that all learners improve. Oral interactions in class are carefully geared to check and develop understanding. Pupils are helped to judge their own work, identify what is next to be learned and to set targets for improvement.  Models/coaches and works with others to develop and improve their assessment and data knowledge, understanding and practice.  Effectively uses wider data available to benchmark and improve personal, group, class and individual performance. Works and supports others to analyse data to improve themselves and the pupils they teach with proven very good impact. |
| **Evidence base:marking, tracking, pupil progress meetings, use of data to inform planning, planning,** **book scrutiny, lesson observations, pupil interviews, data analysis.** | | | | |

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| **7. Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | Manage behaviour effectively to ensure a safe learning environment. Classroom codes of behaviour are adhered to.  Has a presence in the classroom .  Good behaviour - Pupils find the strategies and tasks interesting. Appropriate provision is made for pupils who have difficulties learning or behaving but these strategies may be inconsistent. Relationships are constructive  Physical environment - well organised- high quality resources- displays- no sloppiness, teaching materials, communication  Applies school policies to their teaching and conduct.  Provides emotional support to pupils as shown through positive classroom ethos where children are generally on task.  Responds to and acts appropriately on advice and support and starts to embed in practice. (E.g. support form SENCo, UPS staff, external agencies).  Communicates with staff, parents/carers to support pupils’ behaviour and address any educational, academic, personal, social or emotional concerns but not always in a timely manner.  A good understanding of how behaviour management requires knowledge of multisensory approaches and multi-agency input | M3 consistent application of school policies.  Has a positive classroom presence that leads to good pupil behaviour and progress.  Behaviour management is consistently good in and out of the classroom.  Provides good emotional support to pupils as shown through positive classroom ethos where all heir learingon task and supportive of each otehr the most challenging chidren who are highly responsive.RE children are in the main on task and supportive of each other in their learning.  Good behaviour - Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. They work well with others. Teachers have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.  Behaviour beyond theclassroom is consistently well managed and good.  Teacher uses a wide range of strategies to manage behaviour, including strategies to manage difficult and challenging children that promotes inclusion and leads to good progress.  A skilful ability to undertake behaviour management analysis and formulate effective BM strategies. | Takes a proactive role inmanaging behaviour beyond the classroom.  Has a strong and positive presence in the classroom as evident from the consistently good progress and behaviour of all pupil groups.  Behaviour management is consistently good or better in and out of the classroom. Behavioural matters are followed up leading to good impact. Intervenes in a timely and sensitive manner that promotes the well-being and progress of all pupils.  Pupils manage their own behaviour well in the classroom and around school and do not put themselves at risk.  Provides very good emotional support to pupils and supports other staff to develop emotional intelligence with pupils.  There is a positive classroom ethos where all heir learingon task and supportive of each otehr the most challenging chidren who are highly responsive.RE children are on task and supportive of each other in their learning and behaviour.  The teacher uses a wide range of strategies to manage difficult and challenging pupils that results in a highly inclusive classroom where the progress of all pupils, including the most challenging is maximised.  The quality of teaching is of a high quality (good and sometimes outstanding) and this determines the behaviour within the classroom.  Ability to share excellent proactive and techniques such as   * **ABC analysis** * **ABA approaches** * **Team Teach Skills** | Expert in strategic leadership and management of school policies  Has a strong, positive and effective classroom and school presence as evident from the high quality of behaviour and learning from all pupils.  Highly effective In leading, monitoring and promoting collective responsibility for the implementation of school policies  Supports others in the development of behaviour management and leads to good improvements.  Behaviour management, implementation and follow up is outstanding in all aspects of school life leading to rapid improvements in pupil behaviour and pupil learning.  Provides outstanding emotional support to pupils as shown by the harmonious relationships in the class and the positive impact of the support given to the most challenging children who are highly responsive and change their behaviour to maximise their learning.  All pupils are engrossed in their work. There are excellent relationships in the classroom. The strategies and tasks used enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more  Teachers have high expectations of behaviour and establish a framework for discipline with a full range of strategies using precise praise, sanctions and rewards consistently and fairly.  Embeds practice throughout the school, ensures whole school approach to behaviour,  Models, mentors, coaches other staff to improve their behaviour management systems & develop Emotional Intelligence with pupils with very good impact.  The exceptional high quality teaching determines the very high quality of behaviour and relationships within the classroom and in the teacher’s presence; children manage their own behaviour and learning exceptionally well and make outstanding progress as a result. |
| **Evidence Base: lesson observations, pupil interviews, learning walks, classroom environment and ethos** | | | | |

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| **PART ONE TEACHING**  **A Teacher must**: | **M1/M2**  **£28,098 -£29,563**  **Emerging Good** | **M3/M4**  **£31,103 - £32,724**  **Good /consistently good** | **M5/M6**  **£35,242 - £38,241**  **Top end Good /good with some outstanding features** | **UPS,1,2,3**  **£43,184 - £45,306 - £46,829**  **Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.** |
| 1. **Fulfil wider professional responsibilities**  * Makes a positive contribution to the wider life and ethos of the school * Develops effective professional relationships with colleagues knowing how and when to draw on specialist support * deploys support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicates effectively with parents with regard to pupils’ achievements and well-being | Fulfils professional responsibility.  Attends CPD as required.  Other staff/volunteers in the class are supportive of learning and teaching leading to good progress and impact. There is some evidence that independence in learning is being developed.  Acts on advice and takes on board constructive criticism which leads to improvements in identified areas over a term.  Positive relationships with parents/carers/colleagues.  Makes positive contributions to meetings. No negative interactions.  Aware of where and when and from whom to gain support. Reacts positively to advice and support and starts to embed in practice. Address any weaknesses within half a term.  Adheres to the school ethos. Strong buy-in to ethos.  Liaises with external agency with support.  Recording and reporting arrangements in place – statutory requirements are fulfilled.  Liaises with home/school. Intervention with parents/carers occurs but is not always timely or appropriate e.g. no reading book/PE kit for 3 weeks.  Can evidence the impact of positive relationships between the teacher and child that leads to accelerated progress.  Emotional support and well being is given to the children and leads to positive relations with children.  Mechanisms for feedback are established. | Role model of good practice.  Other staff/volunteers in the class are well deployed and support well the learning and teaching leading to good progress and impact. There is evidence that independence in learning is being developed.  Acts quickly on advice and quickly takes on board constructive criticism which leads to improvements in identified areas over half a term.  Positive relationships with parents and carers and secures their engagement with pupil learning leading to good impact.  Involves and engages with parents/carers on a regular basis, providing robust feedback, advice and support.  Intervenes in a timely fashion with parents/carers to support children I their learning, behaviour and personal, social and emotional development.  Is reflective of their practice and actively seeks out appropriate CPD and acts upon this.  Co-leads on CPD. Cascades good practice to others.  Develops specialism based on strengths.  Initiates change/ideas for improvement.  Has good self awareness and emotional awareness skills.  Accurate skills of self analysis and works quickly to address any weaknesses in teaching that lead to accelerated progress and improved attainment. (Within 4 weeks)  Confidently liaises with external agencies.  **Mechanisms for feedback are embedded and shared** | Proactive role model of very good and regularly outstanding practice.  Shares this practice with others.  Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good progress and impact. There is good evidence that independence in learning is being well developed.  Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over two/three weeks.  Supports others to develop and improve their practice.  Very positive relationships with parents and carers that secures high levels of engagement with pupil learning leading to very good impact. Follows up appropriately and as required leading to high levels of satisfaction from all parties.  Intervenes in a timely and effectively fashion with parents/carers that leads to secure and sustained improvements for the child.  Evidence of managing challenging parents/carers well and maintains very good relationships.  Has very good self awareness and emotional awareness skills.  Accurate skills of self analysis. Reflective practioner. Is proactive in identifying appropriate CPD and shares the outcomes with relevant staff. Works rapidly to address any weaknesses. (Within 2 weeks). Good impact of supporting others to improve their practice.  Proactive in whole school improvement. Leads on CPD.  Good and sometimes outstanding role model to others.  Mechanisms for feedback are highly effective. | Expert in supporting the development of positive and productive professional relationships with colleagues  Promotes and maximises opportunities for staff to work together  Shares responsibility and outstanding practice and can show how their influence has impacted positively on the practice of others.  Proactive , outstanding and consistent in all aspects of their practice.  Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good and outstanding progress and impact. There is very good evidence that independence in learning is being well developed leading to very good impact.  Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over one /two weeks.  Proactive in supporting others to develop and improve their practice. Monitors and follows up to ensure very good impact.  Highly skilled in managing parents and carers that secures high levels of engagement with pupil learning leading to very good and outstanding impact. Astute and effective in all dealings with parents/carers, follows up with high levels of impact and sustained improvements for the child. (PSHE and academic performance and behaviours).  Strong evidence of managing challenging parents/carers well and maintains very good relationships with them.  A highly reflective practioner who can accurately pinpoint the developmental needs of others and work with them to improve their practice. Leads on CPD. Effectively cascades CPD appropriately to others, monitors impact, follows up to secure improvements in others.  Has acute self awareness and emotional awareness skills. Highly reflective practioner able to accurately analyse strengths of themselves and others. Works rapidly to address any weaknesses. (Within a week or sooner!)  Actively supports others to address their weaknesses with very good proven impact.  The teacher is ***highly competent*** in all elements of the relevant standards. The teacher’s achievements and contribution to the school are ***substantial*** and ***sustained***.  “**Highly competent**” – the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teacher’s Standards in the particular role they are fulfilling and the context in which they are working.  **“Substantial”** – the teacher’s achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.  **“Sustained” –** the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during the period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. (NAHT)  Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils learning.  Very proactive in leading appropriate change across the school that leads to system wide improvements and benefits.  Exudes the ethos of the school.  Proactive, role model for all staff. |
| **Evidence base:****parent/carer meetings/feedback, reports, CPD records, impact of working with others, wider contribution to the school.** | | | | |

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

**\*Schools are free to withhold progression pay without any requirement to initiate or consider capability proceedings. *DFE reviewing and revising your school’s approach to teachers’ pay April 2013 pg 4.***