

**Job Description 2019-2020**  
**Main / Upper Pay Range Teacher & Subject / Aspect Leadership**

**Name:**

**Job Title:** Early Years Team Leader

**Stage of career:** *Main / UPS / TLR*

**Accountable To:** Headteacher

**Performance Reviewer:**

**Specific Responsibilities:** Lead Teacher in the Early Years Foundation Stage

***This Job Description should be read in line with the standard Job description for all Class Teachers at The New North Academy.***

## **JOB PURPOSE**

In addition to the responsibilities of a class teacher outlined below, specifically:

- To lead, inspire and be accountable for the teaching team in EYFS, line managing staff across two units
- To work with the Senior Leadership Team to secure outstanding teaching and learning in the EYFS
- To work alongside other leaders to develop an engaging curriculum offer in line with the new Ofsted Framework
- To make a significant contribution to ensuring that assessment arrangements in the EYFS reflect best practice, and that statutory requirements with regard to assessment are met
- To impact positively on the quality of teaching across the school – to include the sharing of best practice in the EYFS into the whole school, particularly into KS1
- To promote the effective transition of pupils into the academy and from the EYFS into Key Stage 1
- To assist in the robust self-evaluation and quality assurance of learning and teaching in EYFS and contribute to action planning processes for improvement
- To lead on the day to day, effective management of routines and systems in the EYFS, including the strategic and impactful deployment of staff to ensure all EYFS statutory requirements are met
- To support and drive high expectations, the ethos, aims and values of the school

## **Specific Duties:**

- To assist the senior leadership team in the organisation, leadership and development of the EYFS
- Play a leading role in ensuring that the quality of teaching and provision in the EYFS is outstanding
- Be an excellent role model, exemplifying a high standard of EYFS provision and promoting high expectations for all members of the learning team, with proven impact on pupil progress
- With senior leaders, be responsible for implementing robust systems for monitoring and evaluating outcomes in EYFS
- Work closely with the senior leadership team to ensure an appropriate and exciting programme of professional development for the staff in EYFS, to ensure improved outcomes
- To act as the reading leader in EYFS, ensuring RWI phonics sessions are delivered to a high standard and that children make good progress
- Through monitoring and the use of data, hold the EYFS team to account for the quality of provision and outcomes for children
- To take responsibility for delivering a programme of Family Learning across the EYFS
- To be accountable for the behaviour of EYFS children, and provide support and leadership to the EYFS team in regard to meeting the individual behavioural needs of children, in line with our behaviour policy and waves of intervention
- To ensure a safe environment and purposeful working atmosphere is developed by practitioners across the EYFS

## Monitoring Teaching

- Liaise effectively with senior leaders in pursuing teaching and learning excellence
- Assist in the management of pupil's behaviour, establishing and maintaining a good standard of discipline through positive and productive relationships
- Ensure practitioners provide clear structures for sessions and lessons; maintaining pace, motivation and challenge and ensuring children make progress
- To ensure effective child-centred delivery of the EYFS framework by the careful consideration and implementation of appropriate schemes of work, appropriate styles of teaching and learning, and methods of delivery

## Monitor, assess, record, report:

- Assess how well learning objectives have been achieved and use cohort level data and information to improve specific aspects of teaching via effective planning and delivery of learning experiences
- Monitor and assess pupils' work and assist in setting individual targets for progress
- Keep up to date with whole school records that detail achievement, monitor strengths and weaknesses, inform planning and recognise the level at which pupils are achieving
- Make a significant contribution to support the moderation of assessments made for EYFS children
- Contribute to school self-evaluation and improvement

**This job description will be reviewed at least annually as part of the Performance Management process to reflect changing School and individual needs. Consultation between the post holder and the Headteacher is considered a vital part of this review process. The text should be viewed as an application of the Job Description for teachers as contained in the current and subsequent editions of the School Teachers Review Body Report unless specifically amended in this document or in the contract of employment for teachers at The New North Academy.**

Signed: Postholder .....

Date.....

Signed: Headteacher .....

Date.....

## **Appendix 1: 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:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- 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 behaviour which are expected of pupils.

## **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

## **3. Demonstrate 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
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## **4. 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 within the relevant subject area(s).

## **5. 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 know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational 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.

## **6. 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.

## **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 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, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **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.

- 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

## Appendix 2: Career Stage Expectations

This is outline guidance identifying ratings in relation to the teachers' standards that will be applied to support the performance management / appraisal process. It is not an exhaustive list and will be used for a 'best fit' overall judgement, supplementing the objectives each individual is set during Term 1.1.

### Newly Qualified Teachers (teachers who are subject to induction year)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning environment and behaviour management</li> </ul>	<p>Overall performance against Teachers' Standards is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.</p> <p>79% or below make expected progress as defined by the school</p>	<p>Performance against Teachers' Standards is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.</p> <p>At least 80%+ make expected progress as defined by the school</p>	<p>Performance against Teachers' Standards is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Will only be rated here if most lesson observations have been graded good or better and others are no less than requiring improvement and there is evidence of response to professional feedback as a result.</p> <p>At least 90% make expected progress as defined by the school.</p>	<p>Performance against Teachers' Standards is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> <p><i>At least 97%) make expected progress as defined by the school.</i></p>
<b>Wider Professional Responsibilities (Teachers' Standard 8):</b>	<p>No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate effectively.</p>	<p>Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development.</p>	<p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently</p>	<p>Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs.</p>

		Communication undertaken with advice and support provided.	communicating across school community. Works collaboratively with colleagues.	Communicates positively across school community. Works collaboratively.
<b>Personal and Professional Conduct</b> <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Leadership and Management</b>	Does not manage class(es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.	Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum expectations with some development required</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial

			school improvement plan.	whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	n/a	n/a	n/a	n/a

**Recently Qualified Teachers (normally second and third year of teaching)**

<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum expectations with some development required</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• <b>High expectations</b></li> <li>• <b>Pupil progress</b></li> <li>• <b>Subject Knowledge</b></li> <li>• <b>Planning and Teaching</b></li> <li>• <b>Differentiation</b></li> <li>• <b>Assessment</b></li> <li>• <b>Learning environment and behaviour management</b></li> </ul>	Overall performance against Teachers' Standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.	Performance against Teachers Standards is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils. Will be rated here if fails to achieve good or better in majority of lesson	Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if most lesson observations are graded good or better.	Performance against Teachers' Standards is always good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if at least one lesson observation is outstanding and others are no less than good.  <i>The vast overwhelming</i>

	<i>Less than a very large majority (80%) make expected progress</i>	observations.  <i>A very large majority (80%+) make expected progress.</i>	<i>A very large majority (80%+) exceed expected progress.</i>	<i>majority (97%+) exceed expected progress.</i>
<b>Wider Professional Responsibilities</b>  <b>(Teachers' Standard 8)</b>	Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with members of school community with advice and support.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates effectively with members of school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all stakeholders. Works collaboratively.
<b>Personal and Professional Conduct</b>  <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Leadership and Management</b>	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively	Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.



Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

### Experienced Main Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<p><b>Quality of Teaching (Teachers' Standards 1-7):</b></p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	<p>Overall performance against Teachers' Standards is inadequate and requires improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teachers Standards is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge. Not all students /groups of students are making required levels of progress. Will be rated here if lesson observations are graded less than good. <i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if lesson observations are consistently graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers Standards is always good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if lesson observations are outstanding with none less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
<p><b>Wider Professional Responsibilities (Teachers' Standard 8)</b></p>	<p>Little contribution outside of own classroom. Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning. Does not communicate effectively with members of school community to support learning and wellbeing.</p>	<p>Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input. Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development. Communicates with members of school community but does not</p>	<p>Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them. Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development. Communicates effectively</p>	<p>Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with school</p>

		always impact positively on pupil learning and wellbeing.	with school community and others to support pupil learning and wellbeing	community and is able to evidence significant impact on pupil learning and wellbeing.
<b>Personal and Professional Conduct</b> <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Leadership and Management</b>	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.	Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way.	Manages own class(es) well. Creates a stimulating and positive working environment and makes a strong contribution to a team. Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.	Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.
<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum expectations with some development required</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings,

			development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan.
<b>Performance Management objectives</b>	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

### Lower Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> </ul>	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers'	Performance against Teachers Standards	Performance against Teachers' Standards is consistently good	Performance against Teachers Standards is regularly

<ul style="list-style-type: none"> <li>• <b>Planning and Teaching</b></li> <li>• <b>Differentiation</b></li> <li>• <b>Assessment</b></li> <li>• <b>Learning Environment and Behaviour Management</b></li> </ul>	<p>Standards is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
<p><b>Wider Professional Responsibilities</b></p> <p><b>(Teachers' Standard 8)</b></p>	<p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p>			
	<p>Little or no contribution to sharing good practice and developing the curriculum. Does not lead learning within own team or is ineffective in leading learning. Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues. Little contribution to development and implementation of policies.</p>	<p>Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of</p>	<p>Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to</p>	<p>Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold</p>

		policies.	uphold them.	them.
<b>Personal and Professional Conduct</b> <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace

<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum expectations with some development required</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
<b>Leadership and Management</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities.	Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities.	Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities	Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities.
<b>Teaching and Leadership Responsibilities</b> <b>(where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring,

	beyond their own class(es).	responsibility beyond their own class(es).	development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

### Higher Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice. Will be	Performance against Teachers' Standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.	Performance against Teachers' Standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident. Can only be rated here if most lesson

	<p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>rated here if any lessons are graded less than good and failing to evidence consistent enhanced practice or high competence.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>observations are outstanding and others are no less than good</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
<p><b>Wider Professional Responsibilities</b></p> <p><b>(Teachers' Standard 8)</b></p>	<p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p>			
	<p>Makes some contribution to sharing good practice and developing the curriculum.</p> <p>Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others.</p> <p>Narrow range of contribution to development and implementation of policies.</p>	<p>Clear but not always effective contribution to sharing good practice and developing the curriculum.</p> <p>Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others.</p> <p>Contributes to and implements whole school or workplace policies and supports others to uphold them.</p>	<p>Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school</p> <p>Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidence their impact on the development of others.</p> <p>Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development across the local partnership of schools.</p>	<p>Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.</p>

<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
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		<b>expectations with some development required</b>		
<b>Personal and Professional Conduct (Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Leadership and Management</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in

			responsibility beyond their own class(es) and to the school improvement plan.	area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

## Leading Practitioners

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	<p>Performance against Teaching Standards is less than good.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teaching Standards' fails to reach outstanding levels but is never less than good. Own practice does not evidence use of recent research.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teaching Standards' is regularly outstanding and never less than good. Own teaching practice evidences use of recent research and best practice and is effectively shared with colleagues.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers' Standards is always outstanding. Own teaching practice always evidences use of recent research and best practice and the significant impact of sharing own practice is evident.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
<b>Wider Professional Responsibilities (Teachers' Standard 8)</b>	<p>Fails to lead team effectively. Does not demonstrate best practice to colleagues. Coaching, mentoring, induction, professional development and demonstration skills are not evident. Research is not gathered or shared. Fails to support colleagues in respect of statistical information.</p>	<p>Does not consistently lead teams effectively in development of policies. Does not consistently implement and evaluate policies. Best practice is not consistently demonstrated or cascaded. Coaching, mentoring, induction, professional development and demonstration skills require some development. Research is not appropriately shared with colleagues. Fails to provide effective support to teachers experiencing difficulties. Fails to evidence effective support to colleagues in respect of statistical information.</p>	<p>Effectively leads teams to develop, implement and evaluate policies and practice, promoting collective responsibility for implementation. Best practice is consistently demonstrated and cascaded effectively with good skills in coaching, mentoring and induction. Skills are also demonstrated well to staff and effective professional development is often delivered. Research and materials are regularly shared with teachers. Effective support is provided to teachers experiencing difficulties (where such support is required). Effectively</p>	<p>Leadership of teams demonstrates a significant impact on the development, implementation and evaluation of policies. Shows significant evidence of leading others in collective responsibility. Best practice is always demonstrated and cascaded with outstanding skills in coaching, mentoring and induction skills. Practice is also effectively cascaded through outstanding delivery of professional development and outstanding demonstration of teaching and learning practices. Research and material are regularly shared with teachers. Outstanding support is provided to teachers experiencing difficulties (where such support is required). Outstanding understanding of local and</p>

			demonstrates support colleagues in assessment of local and national statistical information as a basis for improving teaching and learning	national data is evident. Such understanding of data is effectively shared with colleagues and there is evidence of impact on the development of their understanding.
<b>Personal and Professional Conduct</b> <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Rating/Area</b>	<b>Inadequate</b>	<b>Meets minimum expectations with some development required</b>	<b>Achieved expectations</b>	<b>Exceptional performance</b>
<b>Leadership and Management</b>	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term significant impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.
<b>Performance Management objectives</b>	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school

