

Appraisal Policy Appendix (Summer 2019)



	Standard	M1-2	M3-4	M5-6 and UPR1	UPR1/UPR2	UPR3	TLR
	<i>Overview, in line with the job description and the STPCD</i>	<i>NQT and refining learning and practice from NQT year. Relevant support from the school in place, evidence of response to professional feedback.</i>	<i>Consolidation of teaching practice, 'talent spotting'. Understanding impact on whole school performance.</i>	<i>Developing expertise, subject coordination and guiding and mentoring colleagues. Building towards and demonstrating UPR expectations.</i>	<i>Highly competent in all elements of the teachers' standards. Achievements and contribution to the school are substantial and sustained and they are able to demonstrate that they have developed professionally in their teaching expertise. Developing others' expertise through mentoring and coaching NQTs and colleagues.</i>		<i>Significant responsibility that is not required of all classroom teachers. Expertise in curriculum area(s), key stage(s) and management experience.</i>
1.1	Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Ensure classroom is set up to promote learning, is safe and stimulating Lessons are planned to stimulate and excite pupils of all backgrounds and abilities Effective differentiation is apparent in all lessons The classroom has a positive atmosphere where everyone is valued and behaviour is at least good and in line with expectations at the school (Behaviour Policy) 	<ul style="list-style-type: none"> Ensure the school is presented to promote learning and encourage mutual respect Ensure differentiation meets the needs of all pupils providing an achievable challenge to stretch pupils to reach their full potential 	<ul style="list-style-type: none"> Maintain a safe, tidy, well organised and stimulating environment for pupils which can be used as a model for colleagues Give feedback in a manner which can be used as training material by colleagues to demonstrate how to set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions Provide guidance to colleagues for how they should demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 	<ul style="list-style-type: none"> Tutor or mentor NQTs, working in collaboration with the school NQT Coordinator or other relevant TLR holder / SLT member Tutor or mentor NQTs and colleagues Be a model for colleagues of expert practice and give advice/mentor/coach others Lead good practice in an aspect of the School Improvement Plan e.g. marking or home learning 	<ul style="list-style-type: none"> Make a significant contribution to monitoring and evaluating the curriculum / key stage and implement new initiatives that take the school forward, working in collaboration with the relevant TLR holder and / or relevant SLT member Lead good practice in a significant part of the School Improvement Plan e.g. AfL or behaviour 	<ul style="list-style-type: none"> Managing core curriculum area(s) / key stage(s), making a significant contribution to ensuring high expectations and the curriculum policy is being implemented consistently throughout the school Monitor and improve provision in your area, reporting to Governors, and evidencing your impact
1.2	Promote good progress and outcomes by pupils <ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Plan teaching to build on pupils' capabilities and prior knowledge 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 	<ul style="list-style-type: none"> Ensure lessons are planned, taught and evaluated to include differentiation for all pupils and ensure all pupils are making progress Show an awareness of how pupils learn All pupils are making at least the expected progress, and some may make accelerated progress, in line with the school policy. Pupils are identified with different needs and these needs are met within the classroom Ensure pupils are aware of their progress and support them to move forward 	<ul style="list-style-type: none"> Ensure all pupils make at least expected progress and some pupils make accelerated progress (in line with school policy) Pupils are identified with different needs and these needs are met within the classroom Take responsibility for reviewing the progress of pupils in class and, using whole school data, to review the impact on the whole school performance Have an overview of school data and how it relates to their contribution 	<ul style="list-style-type: none"> Ensure all pupils who need to make accelerated progress in order to achieve school expectations do (in line with school policy) Use whole school data to target development areas to ensure progress and development of pupils. Plan teaching to build on pupils' capabilities and prior knowledge which can be used as exemplar planning documents by colleagues. Demonstrate to colleagues how to guide pupils to reflect on the progress that they have made and what they need to do to improve further. Demonstrate knowledge and understanding of how pupils learn and how this impacts on planning for teaching to assist the development of colleagues. 	<ul style="list-style-type: none"> Tutor or mentor NQTs and colleagues, sharing strategies for developing progress Ensure all pupils who need to make accelerated progress in order to achieve school expectations do (in line with school policy) 	<ul style="list-style-type: none"> make a significant contribution to devising, implementing and monitoring effectiveness of strategies to raise standards, in collaboration with the relevant TLR holder and / or relevant SLT member Majority of pupils make accelerated progress in all areas, in line with the school policy 	<ul style="list-style-type: none"> Use whole school data to target development areas within subject(s) / Key stage(s) Lead others to ensure progress and development in curriculum / key stage throughout the school Monitor strategies for developing progress in subject(s) / key stages Monitor pupil involvement and awareness of their learning in the curriculum area / key stage
1.3	Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> 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 <i>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</i> <i>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</i> 	<ul style="list-style-type: none"> Ensure that own lessons are planned and delivered to foster and maintain pupils' interests and secure subject knowledge is demonstrated Ensure that school policies are implemented for teaching reading and mathematics Ensure all work presented to pupils, parents and staff demonstrates a high standard of English Maintain an up to date subject knowledge Work with colleagues to develop and update school policies Be the named subject leader for a subject(s); attend training and meetings as required and feedback to staff 	<ul style="list-style-type: none"> Have good, up to date knowledge of your curriculum area Share curriculum expertise with colleagues, making a contribution across the school. 	<ul style="list-style-type: none"> Be a role model, mentor pupils, colleagues and others, as relevant Have detailed subject knowledge and of the curriculum areas Demonstrate to colleagues how to foster and maintain pupils' interest in the subject, and address misunderstandings and gaps in knowledge with clear plans Promote high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject and model this practice for colleagues Team teach and model practice for colleagues 	<ul style="list-style-type: none"> Review policies and present to Headteacher and staff Monitor the standards of pupils in relation to the curriculum / key stage area Take a lead role in reviewing the school's curriculum 	<ul style="list-style-type: none"> Develop and implement strategies and initiatives to overcome under performance and make a significant contribution to moving the whole school development area forward, independently or in collaboration with the relevant TLR holder and / or relevant SLT member Make a significant contribution to leading all stakeholders including parents, governors in any aspect of the school curriculum as required 	<ul style="list-style-type: none"> Be a role model, mentor pupils and colleagues and others Review policies and present to Headteacher and staff Lead colleagues in any aspect of the school curriculum as required Monitor the standards in the curriculum / key stage area and challenge under performance
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1.4	Plan and teach well-structured lessons <ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time 	<ul style="list-style-type: none"> Quality of teaching and learning provision is good-triangulated in line with requirements under the school policy. Including, but 	<ul style="list-style-type: none"> Quality of teaching and learning provision is good with some outstanding features-triangulated in line with requirements under the school 	<ul style="list-style-type: none"> Quality of teaching and learning provision is good with a significant proportion of outstanding features-triangulated in line with requirements under the school policy. Including, but 	<ul style="list-style-type: none"> Quality of teaching and learning provision is good with a majority of outstanding features-triangulated in line with 	<ul style="list-style-type: none"> Quality of teaching and learning provision is outstanding - triangulated in line with requirements under the school policy. Including, 	<ul style="list-style-type: none"> Be a role model, mentor pupils and colleagues and others Review policies and present to Headteacher and staff Lead colleagues in any aspect of the

	<ul style="list-style-type: none"> Promote a love of learning and pupil's intellectual curiosity Set homework and plan 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) 	<p>not limited to book looks, pupil's data, learning walks and lesson observations</p> <ul style="list-style-type: none"> Lessons should be stimulating and interesting, promoting a love of learning and curiosity Planning (including the setting of homework) teaching and evaluation is an ongoing cycle with each area interlinked and informing the next step Identify opportunities to extend learning outside of the classroom 	<p>policy. Including, but not limited to book looks, pupil's data, learning walks and lesson observations.</p> <ul style="list-style-type: none"> A love of learning is promoted through an engaging curriculum in your key stage / curriculum area(s) Opportunities to extend learning outside of the classroom are planned within the whole curriculum to extend, enhance and promote high quality learning 	<p>not limited to book looks, pupil's data, learning walks and lesson observations</p> <ul style="list-style-type: none"> Impart knowledge with deftness and develop detailed understanding through highly effective use of lesson time as observed by colleagues Demonstrate to colleagues how to promote a love of learning and pupils' intellectual curiosity Set homework and plan other out-of-class activities which can also be used by colleagues as a model for how to consolidate and extend the knowledge and understanding pupils have acquired Reflect systematically on the effectiveness of lessons and approaches to teaching and share these with colleagues to assist with their own reflection 	<p>requirements under the school policy. Including, but not limited to book looks, pupil's data, learning walks and lesson observations</p> <ul style="list-style-type: none"> Be a role model, mentor colleagues and pupils Review policies and processes and present to Headteacher and staff Lead colleagues in any aspect of the school curriculum, and, in collaboration with the relevant TLR holder and / or relevant SLT member as required 	<p>but not limited to book looks, pupil's data, learning walks and lesson observations.</p> <ul style="list-style-type: none"> Make a significant contribution to mentoring and coaching staff across the school in all aspects of the curriculum as required To provide critical feedback to others about required development areas in planning and teaching, supporting and modelling strategies for improvement 	<p>school curriculum as required</p> <ul style="list-style-type: none"> Monitor the standards in the curriculum / key stage area and challenge under performance
1.5	<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> 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 pupils, 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 with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 	<ul style="list-style-type: none"> Ensure differentiation is appropriate and that all groups of pupils have their needs met and strengths developed including SEN, G&T and EAL Demonstrate an awareness of, and use a range of, teaching strategies to meet the physical, emotional, social and intellectual development of pupils 	<ul style="list-style-type: none"> Explore and where necessary, introduce and trial new approaches that will ensure pupils are able to access all areas of the curriculum Ensure learning is engaging and explore and implement different learning strategies and approaches to support and engage the learner 	<ul style="list-style-type: none"> Provide guidance to colleagues to assist them with understanding when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively Have an extensive and detailed understanding of how a range of factors can inhibit pupils' ability to learn, and demonstrate to colleagues how best to overcome these Possess an acute awareness of the physical, emotional, social and intellectual development of pupils, and know in detail how to adapt teaching to support pupils' education at different stages of development through being observed to teach consistently effective lessons, in line with the school policy and procedures Have a detailed understanding of the needs of all pupils and be able to demonstrate to colleagues how to use distinctive teaching approaches to engage and support them in achieving their potential 	<ul style="list-style-type: none"> Make a significant contribution to developing initiatives throughout the school in a curriculum area(s) / key stage(s), independently or in collaboration with the relevant TLR holder and / or relevant SLT member, to ensure all pupils are able to reach their full potential Support in monitoring the impact that the initiatives and report back to the staff and HT Lead and drive initiatives in order to develop consistent practice, e.g. in a phase or across the school 	<ul style="list-style-type: none"> Make a significant contribution to monitoring the impact that initiatives have had and report back to the staff, HT, Governors and parents through meetings, training and workshops Make a significant contribution to redefining the initiatives where appropriate providing sufficient information to enable the HT to make an informed decision as to whether to persist with the proposals Be able to evidence your own impact on whole school improvement 	<ul style="list-style-type: none"> Make a significant contribution to developing and leading initiatives throughout the school in a curriculum area(s) / key stage(s) to ensure all pupils are able to reach their full potential Monitor the impact that the initiatives have had and report back to the staff, Governors and HT Evidence the impact of your leadership in your area of responsibility across all aspects of school life
1.6	<p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use ongoing assessment appropriately throughout the classroom to ensure pupils are able to make progress and informing future learning Feedback follows the school policy both orally and in written form Use the school's assessment data to set agreed targets for the curriculum area or key stage and monitor the progress towards these targets Use pupil feedback in lessons to adapt teaching and drive progress for pupils 	<ul style="list-style-type: none"> Use ongoing assessment appropriately throughout the classroom to ensure pupils are able to make progress and informing future learning Feedback follows the school policy both orally and in written form Use the school's assessment data to set agreed targets for the curriculum area or key stage and monitor the progress towards these targets Use pupil feedback dynamically in lessons to adapt teaching and drive progress for pupils 	<ul style="list-style-type: none"> Give feedback on pupils' work in line with the school's policy, providing constructive and developmental feedback in a manner which can be used to train colleagues Have an extensive knowledge and well informed understanding of how to assess the relevant subject and curriculum areas - including all assessment requirements - and provide guidance to colleagues Provide an exemplary model to colleagues for how to use formative and summative assessment to secure pupils' progress Provide guidance to colleagues and demonstrate how to use assessment information to monitor progress, set targets, and plan subsequent lessons 	<ul style="list-style-type: none"> Role model for colleagues how to provide pupils with regular feedback, both orally and marking, and provide guidance for ensuring that pupils always respond to feedback Lead on feedback developments e.g. across a phase or subject 	<ul style="list-style-type: none"> Review the way in which the school currently assesses and tracks the pupils, in collaboration with the relevant TLR holder and / or relevant SLT member Use strategies including benchmarking against similar schools locally and nationally Implement strategies and systems to ensure accurate and productive use of assessment Make a significant contribution to the overseeing of staff training across the school Lead feedback developments across the whole school 	<ul style="list-style-type: none"> Use the collective data from the school assessment to identify gaps in the curriculum Make a significant contribution to modelling and leading others in how this information can be used to develop the planning and teaching across the school Provide feedback to others about data outcomes and approaches to improving achievements Ensure methods of assessment are impactful across the whole school, consulting and working with staff to lead improvements
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1.7	<p>Manage behaviour effectively to ensure a good and safe working environment</p> <ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Ensure the school's behaviour policies are implemented in the classroom. Establish good relationships with your class Promote good manners and courteous behaviour across the school Implement the school's reward system in your class fairly and 	<ul style="list-style-type: none"> Make a significant contribution to ensuring the school's behaviour policies are implemented throughout the school Establish good relationships with pupils and adults throughout the school; promote good manners and courteous behaviour Make a significant contribution to sharing and reviewing behaviour management strategies and 	<ul style="list-style-type: none"> Demonstrate for colleagues how to maintain clear rules and routines for behaviour in classrooms, and take responsibility for promoting exemplary and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy Demonstrate to colleagues how to maintain high expectations of behaviour, attendance and punctuality 	<ul style="list-style-type: none"> Play an active and key role in the consistent implementation of the schools' behaviour policy Demonstrate for colleagues how to develop good relationships with pupils, exercise appropriate authority, and act decisively when necessary Demonstrate a consistent 	<ul style="list-style-type: none"> Make a significant contribution to evaluating and identifying patterns and trends of behaviour throughout the school In collaboration with the relevant TLR holder and / or relevant SLT member, feedback trends to staff, governors and create a whole school consistent 	<ul style="list-style-type: none"> Develop behaviour strategies and policies where appropriate and make a significant contribution to behaviour management throughout the school Manage the behaviour of pupils in the school. Be part of the chain of command in the school's behaviour policy Research and review best practice and use this as a vehicle

	<p>and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <ul style="list-style-type: none"> • 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 where necessary 	<p>consistently</p> <ul style="list-style-type: none"> • Establish effective and appropriate working relationships with all the pupils and adults throughout the school 	<p>advise with other members of staff</p>	<ul style="list-style-type: none"> • Demonstrate to colleagues how to manage classes effectively, using approaches which are appropriate to pupils' needs 	<p>approach to leading behaviour e.g. across a phase or group in primary</p>	<p>approach</p> <ul style="list-style-type: none"> • Demonstrate a consistent approach to leading behavior across the whole school 	<p>for improvement</p>
<p>1.8</p>	<p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Participate in activities relevant to your class e.g. parent meetings, assemblies • Work collaboratively with colleagues and draw on their experience and advice. • Implement ideas from CPD training • Additional staff in the classroom are deployed effectively to support pupils • Communicate effectively with parents regarding achievement and well-being of their pupils in your class • Work with support from outside agencies and professionals • Respond professionally and reflectively to feedback 	<ul style="list-style-type: none"> • Develop learning outside the classroom for a range of groups or classes • Participate in activities relevant to your curriculum area(s) e.g. workshops. • Contribute to the wider life of the school e.g. events • Offer advice and support to colleagues • Develop support staff and identify their training needs • Monitor the use of support staff in your key stage / curriculum area(s) • Identify a need for support from outside agencies and professionals 	<ul style="list-style-type: none"> • 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 the school community and is able to evidence significant impact on pupil learning and wellbeing. 	<ul style="list-style-type: none"> • Contributes significantly to the wider life of the school • Contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback • Be a role model to others of reflective practice, including seeking out feedback, supporting and challenging yourself and others, and acting with positivity 	<ul style="list-style-type: none"> • Take up opportunities to develop professionally and prepare for leadership roles, where applicable • Monitor the impact of support from outside agencies and make a significant contribution towards holding them to account • Make a significant contribution to monitoring the impact and effectiveness of wider school opportunities and initiatives • Attend all school events pertinent to your area of responsibility 	<ul style="list-style-type: none"> • Make a significant contribution to whole school initiatives • Make a significant contribution to the professional development of staff in your key stage / curriculum area(s) • Monitor the effectiveness of support from outside agencies • Make a significant contribution to the Development of wider school opportunities and ideas • Plan, implement and action developments