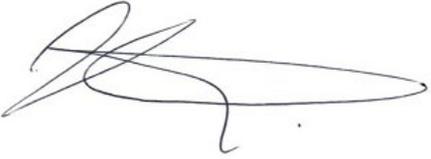


# APPRAISAL POLICY FOR TEACHERS

## Version 1

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<b>Review Period</b>	<b>2-yearly</b>
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<b>Signed by Chair of Trustees Hugh Whittaker</b>	

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# **1 INTRODUCTION AND PURPOSE**

## **1.1 Responsibility for the application of the Policy, aims and purpose**

This policy applies to all teachers [Ventrus employees covered by the School Teacher Pay and Conditions Document (STPCD)], including the Chief Executive Officer (CEO) and the Directors of School Improvement (DOSIs), employed for one term or more, with the exception of Early Career Teachers or teachers who are being managed under capability procedures.

It is the responsibility of the Trustees (including the CEO) and the DOSIs to ensure that all teachers are aware of:

- this policy (through the Trust's internal communication systems);
- plans the Trust has for improving and/or developing standards of education;
- the expected standards of performance and the relevant professional standards for teachers;
- the link between performance and pay progression.

This policy should be read and used in conjunction with the Ventrus Pay Policy.

## **1.2 Consultation**

Following consultation with professional associations this policy is provided for the Trustees to consider for adoption. Should the Trustees wish to make any changes to this policy; the Trust will be required to consult with the County Officials of the recognised professional associations.

## **1.3 Legislative Base**

This Policy takes into account the Education (School Teachers' Appraisal) (England) Regulations 2012 (which supersedes the Education (School Teachers Performance Management) (England) Regulations 2006), the Education Act 2002, the ACAS Code of Practice for Disciplinary and Grievance procedures and any National and/or Professional Standards for Teachers.

## **1.4 Terminology**

For ease of reference, the term "teacher" includes and applies to the Chief Executive Officer and the Directors of School Improvement. The Headteacher will be responsible for the application of the process for all teachers in the school. The Directors of School Improvement will be responsible for the application of the process for the Headteachers. The CEO will be responsible for the application of the process for the Directors of School Improvement. The Chair of Trustees will be responsible for the application of the process for the Chief Executive Officer.

## **1.5 Timings**

Time limits in this Policy take into consideration the statutory requirements as stated in the 2012 Regulations.

This Policy makes reference to a number of 'days' within which employees and/or managers are required to take action e.g. provide notice of meetings, provide documentation, etc. A 'day' is defined as any Monday to Friday during term time, excluding public holidays as defined by ACAS.

## **1.6 Background and explanation of the Process**

Following a successful Trust pilot exercise which involved consultation with relevant staff and unions, the Trust have adopted an instructional coaching model for teacher development at Ventrus.

As supervision for experienced, competent teachers needs to focus on ongoing professional growth and refinement of practice, this approach:

- ensures teachers take ownership of any change initiatives
- enhances collaboration of participants
- increases teachers' willingness to invest time to address problems

- provides a forum for teachers' voice
- addresses the purpose of learning ensuring that people take ownership for their own learning and improvement
- facilitates school improvement
- is personalised and individualised
- moves from a process intended to assess competency to one that focusses on professional learning
- addresses the issue of a balance between the need for accountability and for professional development.

Teachers are encouraged to reflect on their development by use of a Learning Journal issued by the Trust. Resources such as learning videos, reading materials and walk-thrus are all recommended.

Teachers are encouraged to equally value reflecting on successful and less successful activities and then learn from those experiences, becoming more critical in their professional thinking.

## **2 EQUALITY**

The Trustees (including the CEO) and the DOSIs have a particular responsibility to ensure that the processes described in this Policy are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

## **3 POLICY**

### **3.1 Duty to Act**

The Trustees have a statutory duty to ensure that there is a written Policy for teachers which provides a consistent process for the development of all teachers.

Recognising that each teacher may require different training and support at various stages of their career, the Trustees are committed to ensuring that each teacher performs effectively by meeting the professional standards and in accordance with their contract of employment.

This will be achieved through:

- clarity of the required standards of performance (as stated in relevant professional standards) and in line with the Trust's plan for improving/developing the education for the children;
- consideration for the teacher's professional development needs;
- monitoring the performance of teachers within the Trust;
- supporting and managing teachers appropriately.

### **3.2 Two-way approach between Line Manager and the teacher**

The approaches within this policy provide a platform to recognise excellence in performance as well as identify areas for improvement - leading to good and excellent teaching and learning across the Trust. It involves making sure that the performance of each teacher contributes directly to supporting school improvement plans and the successful achievement of the Trust as a whole.

The approaches within this policy reflect a developmental process in which both the Line Manager and the teacher engage in professional dialogue about the teacher's performance, achievements, areas for improvement and/or acknowledges formally where performance is exceptionally good, on an ongoing basis.

The teacher's performance will be monitored and reviewed throughout the self-evaluation period and developmental feedback regarding achievement of personal and professional development, or where performance is below the expected requirement will be provided by the Line Manager.

### **3.3 Timeline**

Teachers who are employed on fixed term contracts of less than one year but more than a term will have a timeline of development linked to the duration of their fixed term contract.

Should a teacher leave employment prior to the completion of the timeline of development, any review should take into consideration the shortened time scale.

## **4 CONFIDENTIALITY**

The appraisal process should be treated as confidential between the teacher, the Line Manager and the Headteacher except where statutory obligations exist, when disclosure is necessary for the protection of children and/or for the effective management in the Trust and/or as may be required by law or for the purposes of obtaining appropriate professional advice. Teachers may choose to share areas of their appraisal process with colleagues to support collaborative learning and peer support.

All parties involved in the process will be expected to maintain appropriate levels of confidentiality. Breaches of confidentiality will be taken very seriously and may result in disciplinary action being taken.

## **5 RECORD KEEPING STANDARDS**

A written record may be made of meetings held during the application of this policy. Those involved in each meeting can be provided with a copy of any relevant documentation, which can be retained by Line Managers as appropriate, along with copies of any additional evidence and/or information which have been considered during the review of performance.

The teacher should provide information and evidence, where necessary, to support continuing professional development and this should be reasonably up-to-date. The Line Manager may also provide any relevant information.

Management records will be retained confidentially, securely and in accordance with the Data Protection Act. The Headteacher will ensure that there is a confidential storage area for associated documentation.

## **6 GENERAL PRINCIPLES**

### **6.1 Being Accompanied at Meetings**

There is no statutory right to be accompanied at any meeting linked to this policy. The process is intended to support two-way conversations between the Line Manager and the teacher.

### **6.2 Human Resources advice**

The Ventrus Human Resources Business Partner (HRBP) can provide advice and support to any Line Manager involved in the application of this policy.

### **6.3 Support for the teacher during the application of this policy**

Consideration must be given to any reasonable request for support to assist a teacher to meet the applicable professional standards.

## **7 COMPLAINTS RELATED TO THE APPLICATION OF THIS POLICY**

Complaints relating to the application of this policy or people involved, will be managed as part of the process and should be raised as soon as the issue occurs either verbally or in writing with the Line Manager. In most cases, the Line Manager should be able to deal with the complaint. In exceptional circumstances, it may be appropriate to suspend the process for a short period while the complaint is looked into.

The relevant person may refuse to consider the matter again under any policy where the teacher is repeating a complaint which has been made, considered and rejected in the course of the process.

## **8 ISSUES UNRELATED TO THE APPLICATION OF THIS POLICY**

If the teacher has a complaint unrelated to the application of this policy, it will be dealt with appropriately under the relevant mechanism, in parallel, and the process will continue as normal.

There may be occasions where other HR processes are being applied to the teacher e.g. managing his/her absence. In all but the most exceptional circumstances, the application of this policy should run concurrently with the application of any other policy with the exception of any capability issue.

## **9 PREPARATION**

### **9.1 The Trustee responsibilities and the CEO Appraisal Committee**

The Trustees will select a committee of Trustees who will be known as the Appraisal Committee to be responsible for the appraisal of the CEO.

The Trustees will ensure that the CEO and DOSIs have directed an appropriate person to carry out the ongoing appraisal of each teacher employed at the Trust. The Line Manager may be the CEO, DOSI, Headteacher, or an appropriate member of the Senior Leadership Team of a Trust school.

The Trustees will review the Trust's Pay Policy on an annual basis to consider changes to national and statutory arrangements for pay. Such changes will be communicated formally to all employees together with information on how the teacher development process will inform discretionary pay determinations from the Trustees where appropriate.

The CEO Appraisal Committee will ensure the timely application of the process including the review of performance against the relevant professional standards in accordance with this policy.

### **9.2 The CEO & DOSI responsibilities**

The CEO must participate fully in the appraisal process. The CEO should ensure that his/her own performance leads to continued improvement in the education provision.

The DOSIs must ensure each teacher employed at the Trust has a Line Manager. Due regard will be given to the number of teachers allocated to a Line Manager and adequate time should be available to the Line Manager to carry out his/her responsibilities under this policy.

The DOSIs will make the professional standards and relevant Trust plans and performance expectations available to teachers and Line Managers. The DOSIs should ensure where other managers are nominated as Line Managers in addition to the Headteacher, a consistent understanding of Trustees priorities and professional standards exists and that objectives align with the standards and Trust plans.

The DOSIs will monitor meetings across the Trust to ensure that the process has been applied fairly, consistently and in accordance with this policy. The DOSIs will report to the CEO and Trustees on an annual basis detailing professional training and development needs across the Trust.

### **9.3 Line Manager responsibilities**

The Line Manager is responsible for arranging and managing the process for each teacher assigned in a fair and equitable way. The Line Manager will ensure that the full process is documented as necessary, evidence is retained and kept in a confidential, secure location as assigned by the Headteacher.

Where the Line Manager is not the Headteacher, the Line Manager will liaise with the Headteacher to ensure the relevant professional standards, Trust priorities and influencing factors are appropriately considered. The Line Manager will consider any implications on the teacher's workload.

The Line Manager will ensure the teacher understands the expected standards of performance and the implications of failing to meet such standards. Any concerns relating to the teacher's performance should be raised as soon as possible within the process. Reasonable and appropriate support should be offered to the teacher. The concerns and support offered should be documented and retained in a confidential location. The teacher's health and well-being will also be considered.

Where a teacher fails to meet the expected standards of performance after reasonable levels of support have been offered, the Line Manager should refer the matter to the Headteacher. The Headteacher should invoke the Capability Policy at this stage.

As the teacher and Line Manager engage in dialogue, through professional learning sessions, focus group sessions and informal conversations, individual learning may contribute where appropriate to collective learning.

#### **9.4 Teacher responsibilities**

Each teacher has a statutory responsibility to engage fully in their appraisal. Teachers must perform well and contribute to improving and sustaining a good educational provision for children in the Trust.

Teachers will need to ensure that they:

- keep their knowledge up to date
- are self-critical and reflective
- take responsibility for improving their teaching
- respond to advice and feedback from colleagues
- reflect systematically
- prepare for meetings with their Line Manager where the above can be discussed. This should include being aware of all relevant professional standards that apply to their role in the Trust.

Teachers will gather and provide all relevant evidence either in individually issued learning journals by the Trust, “My Learning Journey” or another suitable evidence base. **See section 1.6.**

## **10 MEETINGS**

### **10.1 Meeting context**

Where possible, the meetings should be held in a confidential location, free from interruption and focus solely on the process. However, it is recognised that professional dialogue does not always take the form of a formal meeting, and it is accepted that often more informal discussions are of equal or more value.

Professional dialogue will take place so that both parties can discuss the teacher’s performance. The Line Manager will support teachers in thinking more deeply about their practice and provide opportunities for such collaboration through shared learning.

### **10.2 Meeting content**

Meetings can consist of the following items:

- Reflection
- Research
- Review
- Practice
- Observation
- Discussion
- Support

### **10.3 Timings of Meetings**

The timing of meetings will be flexible, however a meeting should take place at least once a term, as a minimum. Meetings do not need to be highly structured, formal or planned.

Either the Line Manager or the teacher will arrange the meeting where necessary. The meeting will be within Directed Time but must not be held at a time which has been scheduled for PPA and consideration should be given to a reasonable lunchbreak.

Where necessary, there will be at least five days’ notice of a more formal meeting to enable both parties to prepare sufficiently, as required.

## **10.4 Professional Feedback**

The Line Manager will provide the teacher with constructive feedback on performance throughout the year. Feedback will also be given as soon as practicable after any observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Evidence will be produced and provided by both the Line Manager and the teacher to support the performance of the teacher.

There should be clear, professional communication between the Line Manager and the teacher. The Line Manager should ensure that positive feedback is given where the performance of the teacher is good or improved. Where improvements to performance are necessary, feedback should be constructive, developmental and encouraging but should ensure the teacher is clear about what performance concerns need to be addressed.

The Line Manager will examine all the evidence; consider any comments or additional information provided by the teacher prior to making a determination as to whether the teacher has:

- met the appropriate professional standards
- achieved the teacher's professional development needs
- contributed significantly to improving standards at the Trust

## **10.5 Planning Effectively**

The Line Manager and the teacher will consider the developmental needs of the teacher, and should both ensure the teacher has a clear understanding of the performance standards expected. Where necessary, the Line Manager should provide clarity on where improvements to performance are required to meet the relevant professional standards and the Trust's plans.

The Line Manager and the teacher will discuss and document (where necessary) the following:

- The support offered
- Resources and facilities available
- The evidence required
- Who will be responsible for obtaining the evidence
- The timescale in which evidence should be submitted
- The desired outcome.

## **10.6 Performance Expectations**

Performance expectations should be reasonable considering the working pattern of the teacher and set in accordance with:

- Professional standards
- Contributing to improving the quality of the education of the pupils at the Trust
- The Trust's development and/or improvement plan
- The Trust's self-evaluation
- The role and responsibilities of the teacher
- The professional development needs of the teacher
- The health, safety and wellbeing of the teacher

Where there are concerns that the teacher is not meeting the relevant professional standards, a review should take place. The teacher should be advised by the Line Manager that it will be necessary for the teacher to provide evidence that s/he meets the professional standards within an acceptable time frame to be set by the Line Manager.

## **10.7 Evidence**

The Line Manager should ensure that the teacher has an understanding of the type of evidence that would be considered appropriate and how the evidence provided by the teacher will be utilised at each meeting. The Line Manager may also provide evidence of the teacher's performance

Types of evidence that can be used by the teacher and the Line Manager could be:

- Lesson observation feedback sheets
- Written feedback
- Work scrutiny
- External assessment reports
- Pupil data
- Professional development logs, including self assessment and evaluation tools
- Records of professional discussions

(The above list is not exhaustive and other relevant information may be used.) It is recognised that for leaders the resources may vary to the above list.

### **10.8 Support, training and development**

The Line Manager and the teacher should discuss appropriate and reasonable levels of support, training and development opportunities to enable the teacher to develop professionally and personally. Additional support may be applied when development is required to meet the relevant professional standards. The Line Manager should confirm the details of what support, training or development opportunities will be available to the teacher, which may include:

- Coaching
- Mentoring
- Additional classroom assistance
- Equipment and/or resources
- Peer support and observations
- Examples of colleagues' work
- Professional feedback
- Reorganisation of directed time

### **10.9 Classroom observations**

Observation of classroom practice, performance and professional duties may be carried out as part of appraisal.

## **11 CONCERNS ABOUT THE TEACHER'S PERFORMANCE**

Where there are concerns about any aspect of the teacher's performance, the Line Manager or appropriate senior manager will meet the teacher at the earliest opportunity to:

- Communicate to the teacher the nature and seriousness of the concerns about the teacher's performance
- Provide the teacher the opportunity to comment and discuss the concerns
- Explore whether the teacher has any health or wellbeing issues which may have an impact on performance. Consider whether a referral to Occupational Health may be appropriate. Discuss other support e.g. GP, Counselling
- Ensure support is offered (e.g. coaching, mentoring, structured observations), to enable the teacher to address the concerns and improve his/her performance
- Inform the teacher that his/her performance will be monitored and reviewed and that improvements are expected
- Ensure the teacher is aware that additional monitoring of performance will take place e.g. additional lesson observations
- Inform the teacher that if s/he fails to meet the required standards of performance then the Capability Policy will be invoked
- Schedule a review meeting.

The review period will vary depending upon the circumstances. Generally, it will be a minimum of six weeks to a maximum of a term.

Notes should be taken of the meeting. The Line Manager should draw up an action plan of the support offered, the improvements expected, any revision of objectives and the date of the review meeting which will be signed by both the teacher and the Line Manager.

Where performance has not improved following additional support being offered or significant/serious concerns are raised regarding a teacher's performance, the Headteacher will consider dealing with the matter under the Capability Policy.

## **12 TEACHER INCOMPETENCE/SERIOUS CONCERNS ABOUT PERFORMANCE**

If any of the following circumstances exist:

- the teacher's classroom control is so poor that effective teaching cannot take place
- pupils fail to progress as expected in the teacher's lessons
- the teacher's performance is seriously below expected standards
- the teacher's performance is consistently poor.

and/or in the case of a member of the school leadership team:

- effective leadership of the school is in serious doubt

The matter should be referred to the Headteacher immediately. The Headteacher will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the teacher's professional conduct in addition to professional performance. In these circumstances, the Code of Conduct should be used either instead of or concurrently with the Capability Policy.

### **12.1 Headteacher/DOSI/CEO incompetence/serious concerns about performance**

#### **12.1.1 For Primary Headteachers**

The matter should be referred to the DOSI for Primary School Headteachers immediately. The DOSI will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the Headteacher's professional conduct in addition to professional performance. In these circumstances, the Code of Conduct should be used either instead of or concurrently with the Capability Policy.

#### **12.1.2 For Secondary Headteacher**

The matter should be referred to the CEO for the Secondary School Headteacher immediately. The CEO will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the Headteacher's professional conduct in addition to professional performance. In these circumstances, the Code of Conduct should be used either instead of or concurrently with the Capability Policy.

#### **12.1.3 For DOSIs**

The matter should be referred to the CEO for the DOSIs. The CEO will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the DOSI's professional conduct in addition to professional performance. In these circumstances, the Code of Conduct should be used either instead of or concurrently with the Capability Policy.

#### **12.1.4 For CEO**

The matter should be referred to the Chair of Trustees for the CEO. The Chair of Trustees will take action to deal with the situation under the Capability Policy taking into consideration the requirements necessary to invoke the formal process.

In exceptional circumstances, there may be concerns about the CEO's professional conduct in addition to professional performance. In these circumstances, the Code of Conduct should be used either instead of or concurrently with the Capability Policy.

## APPENDIX 1: POLICY HISTORY

Version	Date	Summary of Chage	Contact	Implementation Date	Review Date
	04.07.2012	New Policy. Consultation completed with recognised Trade Unions (Teachers Consultative Committee): ASCL, ATL, NAHT, NASUWT, NUT, and Voice.	HR Direct	July 2012	
	01.09.2013	Revised Policy, sections A1, I3, I4, J2.2, J3 and J4 updated to reflect link between performance and pay progression	HR Direct	September 2013	
	24.09.2013	Revised to reflect the requirements of the PAT	J Stuart	24 September 2013	
	28.04.2015	Revised to reflect the requirements of the PAT	J Stuart	28 April 2015	
	13.05.2016	Revised to reflect the requirements of the PAT	J Stuart	28 April 2015	
1.0	March 2018	Revised policy to reflect the Trust's Leadership structure and terminology	SL	March 2018	March 2020
2.0	Sept 2021	Revised policy to reflect move away from annual appraisals	SS		

## **APPENDIX 2: CLASSROOM OBSERVATION PROTOCOL**

The Trustees are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and respect the confidentiality of the information gained.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school-improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers. Information gathered from classroom observation will assist the Headteacher in the exercise of their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Classroom observations will only be undertaken by persons with qualified teacher status (QTS). Classroom observation will only be undertaken by those who have had adequate preparation and who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It should be given during directed time (schools should make provision for this when allocating the 1265 hours directed time) in a suitable, private environment.

## **APPENDIX 3: DfE TEACHING STANDARDS SEPTEMBER 2012 (updated 2021)**

### **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 1 - 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 knowledge & 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