

Isle of Wight Council
TEACHER PERFORMANCE
MANAGEMENT APPRAISAL &
CAPABILITY
A MODEL POLICY FOR SCHOOLS

Document Information

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1 Introduction

Appraisal arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (The Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers (other than Newly Qualified Teachers) in all maintained schools and centrally employed (or unattached) teachers employed by a local authority, in each case where they are employed for one term or more. It is also good practice for academies to follow the appraisal regulations although they are not legally required to do so.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and all schools (including academies) must adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with capability. This model policy, updated in spring 2019, has been provided as an optional resource for schools and others to which they can refer as they wish as they review and develop their own policies. It applies only to teachers, including headteachers, but schools might wish to adapt it for use with all staff. It has been written in the context of schools, but the same principles apply to centrally employed (or unattached) teachers. It is good practice for schools to consult staff and school-based Union representatives on their appraisal and capability policies.

The model policy is in two separate sections. Part A covers performance management appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations.

Part B of the policy sets out the formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures. Capability procedures apply only to teachers and headteachers about whose performance there are serious concerns that the appraisal process has been unable to address. It is anticipated that capability procedures should be used in exceptional circumstances only.

It is important that the appraisal and capability process is managed in a way that avoids increased workload for all parties concerned, for example, reviewing the number and frequency of meetings and lesson observations, and ensuring the process for collecting evidence is always proportionate.

In the model policy: indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

This does not form part of the policy itself but acts as additional advice for schools. For the purposes of this model policy the term governance board should be considered to include reference to governing bodies.

2 Model policy for appraising teacher performance and dealing with capability issues

The governance board of _____ School adopted this policy on _____

It will review it in *(insert date or number of years)*

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. This policy should be used in conjunction with your schools' Pay Policy.

Application of the Policy

The policy is in two separate sections.

Part A of the policy, which covers performance appraisal, applies to the headteacher and to all teachers employed by the school, trust or local authority, except those on contracts of less than one term, those undergoing induction and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the headteacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

Both parts of the policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governance boards, and prioritising the education, safety, and wellbeing of pupils.

3 Part A – Performance Management Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers are consistently meeting the Teachers' Standards (Appendix A) as a minimum requirement and have the skills and access to support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as effective teachers.

The Appraisal Period

It is advised that the appraisal period will run for a period of twelve months from _____ to _____ (*insert dates: setting out any differences that exist for different categories of staff*).

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract and an individual teacher's objectives should take account of the length of contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

Appointing Appraisers

The headteacher/CEO of trust or other senior trust staff will be appraised by the governance board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governance board for that purpose.

In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the governance board, where possible excluding the Chair. Where the headteacher is of an opinion that any of the governors appointed by the Governing Body are unsuitable to act as an appraiser (e.g. family member or other potential conflict of interest identified), he/she may submit a written request to the Chair of Governors, for that governor to be replaced, clearly stating the reasons for the request. Ultimately it would be the decision of the governance board.

The headteacher will decide who will appraise other teachers, however this will normally be the employee's direct line manager. The headteacher will determine whether the reviewer also makes a recommendation about pay progression, in accordance with the schools pay policy. Where teachers have an objection to the headteacher's choice of reviewer, he/she may submit a written request that will be carefully considered but ultimately it will be the headteacher's decision. Where performance concerns arise, the headteacher may re-delegate the reviewer role to another senior leader or appropriate line manager or undertake the role of reviewer themselves.

Setting Objectives

The headteacher's objectives will be set by the governance board after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the national standards for headteachers 2015. The governance board has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. Again, the work-life balance of the teacher should be considered when setting objectives.

The objectives set for each teacher will be SMART

S	=	Specific
M	=	Measurable
A	=	Achievable
R	=	Relevant
T	=	Timed

They will also be appropriate to the teacher's role and level of experience. They should also be developmental, enabling the Teacher time to reflect on their own external achievements and self-development objectives, as part of a professional learning discussion. The appraiser and teacher will engage in a professional dialogue from which objectives will be set that contribute towards the teacher's professional learning. Objectives should be revised if circumstances change. The level of expectation of an employee's performance must also be communicated at the outset of the performance management cycle.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and the education of pupils at that school. The teaching expectation, related to the Pay Policy, is for all teachers to demonstrate consistently 'good' teaching and learning experiences and to aspire to be outstanding across all aspects of evidence (see section 3.2). Objectives will also take into account professional aspirations of the employee.

Objective setting will have regard to a reasonable level of expectations of the employee in the context of work / life balance and with reference to the school's career stage expectations.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. *With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status.*

All teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" which came into force in September 2012.

The reviewer and reviewee will seek to agree the objectives but, if that is not possible, the reviewer will determine the objectives, and the reviewee may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised by the headteacher if circumstances change or if they are felt not to reflect strategic aims and priorities of the school.

Reviewing Performance

3.1 Monitoring of Classroom Practice

This school believes that observation of classroom practice and other responsibilities is one way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All monitoring will be carried out in a supportive fashion and not add to teacher workload. Observations should take place in accordance with the schools monitoring policy with regards to lesson observation and learning walks. Walk-ins that generate a written report will be classed as an observation. (Observation protocols must be agreed with school staff and Union representatives.)

It must be pointed out that lesson observations are not the only way to effectively monitor performance. Monitoring should take place in a cumulative way and should include, lesson observations, planning, feedback (including marking), work scrutiny and pupil interview. Using a combination of monitoring methods following the school's policy is an effective way of identifying good practice and also areas for development / support.

3.2 Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload. A number of methods may be used and triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for the role. There should be a joint responsibility on the school and the teacher to provide such evidence.

The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed objectives and/or Teachers' Standards. Examples of such evidence may include (but are not limited to) the following:

- Pupil work scrutiny
- Classroom observations
- Reviews of the impact of action planning as a result of assessment data
- External results, such as phonics, SATS, GCSEs, etc
- Review of lesson planning records
- School Improvement Plans
- Moderation within and across the school
- Pupils' voice
- Parents' voice
- Walk-ins
- CPD records and journals

3.3 Development & Support

Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement

priorities and to the ongoing professional development needs and priorities of individual teachers.

3.4 Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place. Constructive feedback will be providing within 5 working days, followed with written feedback as soon as is practicably possible and will highlight particular areas of strength as well as indicate areas for professional learning and future improvement.

Teacher Performance Appraisal Report

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governance board must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in recorded interim meetings which will take place (*e.g. once a term*).

The teacher will receive, as soon as practicable following the end of each appraisal period and have the opportunity to comment on, an appraisal report (in practice the report could be produced using online performance management systems, which can help to reduce workload.)

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- at the final review a recommendation on pay where that is relevant with reference to your schools' Pay Policy.

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Addressing Performance Concerns (Informal Capability)

3.5 Dealing with Concerns

Where a teacher's performance is deemed to be below acceptable standards based on a range of evidence, and is therefore found not to be meeting the requirements of their role as detailed

in the Teachers' Standards document (Appendix A) the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for professional learning;
- agree any support (e.g. coaching, mentoring, structured observations, CPD, modeling of teaching), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns. A 4 to 6 week period would be considered reasonable.*);
- explain the implications and process if no, or insufficient, improvement is made;
- provide a written Performance Improvement Plan (please use your schools template) confirming what has been agreed;

Whilst there is no formal right to representation at this stage, employees are encouraged to contact their Professional Association or Trade Union Representative for advice and support.

3.6 Managerial Support

The teacher's progress will continue to be monitored by the manager as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

3.7 Progress Review

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

If no, or insufficient improvement, has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

3.8 Serious Concerns

In most circumstances a structured Performance Improvement Plan will be put in place prior to the Capability Procedure being used. However, the headteacher / senior manager may

determine that it is appropriate to move straight to the Capability Procedure, in the following circumstances:

- the employee's performance is putting the safeguarding and/or health and safety of pupils and/or staff at risk;
- the employee's performance is putting the education of pupils in serious jeopardy;
- the employee's performance has not been sustained independently for 6 months at an acceptable level following an earlier managerial support programme.

In such cases it is recommended that you make contact with your HR provider for advice, not only to discuss and establish the seriousness of the issue, but to also consider whether the issue that has been raised is indeed a performance issue or a conduct issue. As a result, it may be necessary to refer the matter to an alternative procedure (such as the Disciplinary Procedure for example) if this is the case, at which point the capability proceedings would pause.

Transition to Formal Capability

If a teacher demonstrates serious underperformance or serious concerns are identified (see section 3.8 above, and has not responded to support provided within the appraisal process (Section 3.5 onwards – Dealing with Concerns), the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Procedure and will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

4 Part B – Capability Procedure

This procedure applies only to teachers and headteachers who are not meeting the appropriate standards where there is serious underperformance which the appraisal process has been unable to address. At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a work colleague or trade union representative. Teachers are entitled to request an alternative date which is within five days of the original date.

Formal Capability Meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for headteacher capability meetings) or headteacher/nominated senior leadership (for other teachers). The meeting allows the teacher, accompanied by a work colleague or trade union representative if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end and the employee will re-enter the statutory appraisal process. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of teachers are not being met;*
- give clear guidance on the improved standard of performance required from the teacher (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case and discussed and agreed with the employee and union representative where possible. It will, however, ultimately be for the person conducting the meeting to decide what an appropriate

period of time should be. Consideration should be given to what is reasonable and proportionate and should provide sufficient opportunity for an improvement to take place;

- warn the teacher formally that failure to improve within the set period could lead to a written warning, and in more serious cases a final written warning, or dismissal.

Minutes will be taken of the formal meeting and a copy sent to the member of staff.

There are four possible outcomes from the formal capability meeting:

1. A return to the appraisal process, where it is determined that there are insufficient grounds to progress the matter further within the capability procedure.
2. An adjournment, if the person conducting the meeting decides that further investigation is required or that more time is needed to consider the information.
3. A first written warning.
4. A final written warning.

The level of warning should be determined by the seriousness of the concerns that relate to the performance of the teacher.

The employee will be notified of the decision arising from the meeting and of the timescales for monitoring and the anticipated next steps in the process.

An employee may appeal against the decision arising from the first formal meeting within five working days of receiving notification of the decision and will normally be heard within a period of ten working days, unless alternative timescales are agreed between the parties.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal Review Meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will provide details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a work colleague or trade union representative.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

-
- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
 - If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision Meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given, and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a work colleague or trade union representative.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the Capability Procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the governing body, will be made that the teacher should be dismissed or required to cease working at the school.¹

Before the decision to dismiss is made, the school will discuss the matter with the local authority. In Community and VC schools, or in Foundation or VA schools where the local authority has been given LA Advisor Rights, the local authority has the right to attend any meetings where dismissal is involved.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to dismiss

Either: The power to dismiss staff in this school rests with the governance board.

¹ In Foundation Schools, Voluntary Aided Schools and Foundation Special Schools, the governance board is the employer but the power to dismiss can be delegated to the head teacher, to one or more governors, or to one or more governors acting with the head teacher. In Community, Voluntary Controlled, Community Special, and Maintained Nursery schools, the power to determine that the member of staff should no longer work at the school can be delegated in the same way as above but it is the local authority (as the employer) that actually dismisses staff (or – for those who work in more than one school – requires them to cease to work at the school).

Or: The power to dismiss staff in this school has been delegated *to the headteacher and/or two or more governors.*

(NB: the two options above are available only to Foundation Schools, Voluntary Aided Schools and Foundation Special Schools).

Or: The power to decide that members of staff should no longer work at this school rests with the governance board.

Or: The power to decide that members of staff should no longer work at this school has been delegated *to the headteacher/to one or more governors/to one or more governors acting with the headteacher.*

(NB: these two options are available only to Community, Voluntary Controlled, Community Special, and Maintained Nursery schools,

Dismissal

Either: Once the decision to dismiss has been taken, the governance board will dismiss the teacher with notice, *(Voluntary Aided, Foundation and Foundation Special schools only).*

Or: Once the governance board has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it. Where teachers work solely at this school, the local authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school *(Community, Voluntary Controlled, Community Special and Maintained Nursery Schools only).*

Appeal

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and by managers or governors who have not previously been involved in the case. Where this is not possible governors from different schools should be used in the appeal.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

The decision of the appeals panel is final.

General Principles Underlying This policy

4.1 ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

4.2 Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governance board to quality-assure the operation and effectiveness of the appraisal system. *Schools to say here how they might achieve this, for example, the headteacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The headteacher might also wish to be aware of any pay recommendations that have been made.*

4.3 Consistency of Treatment and Fairness

The governance board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governance board is aware of the guidance on the Equality Act issued by the Department for Education.

4.4 Definitions

Unless indicated otherwise, all references to "teacher" include the headteacher.

4.5 Delegation

Normal rules apply in respect of the delegation of functions by governance boards, headteachers and local authorities.

4.6 Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

4.7 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be *(e.g. referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures)*. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

4.8 Monitoring and Evaluation

The governance board and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

4.9 Retention

The governance board and headteacher will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy

Appendix A



Department
for Education

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.