

**Teachers’ Performance Appraisal**

**Teachers’ Standards, Professional Development, Expected Roles and Responsibilities**

There is a national expectation that school teachers pay progression is now clearly and transparently linked to what is now called ‘performance appraisal.’

This is evidenced in:

* [STPCD document](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) which requires that teacher performance appraisal is linked to progression on the Main Pay Scale as well as through the Upper Pay Scale.
* Schools are required to adopt the Trust Pay Policy, which includes the requirement for a link between pay progression and performance.
* What follows is a draft document that has been presented for consultation and approval within the Trust community.

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| **Professional**  **Area** | **M1**  **Beginning** | **M2-3**  **Developing** | **M4-5**  **Extending** | **M6**  **Advancing** | **UPS1-2**  **Transforming** | **UPS3**  **Leading** |
| **PROFESSIONAL**  **PRACTICE**  **1.1(1);1.2(2,3,5)**  **1.3 (1,3) 1.4(1,2,3) 1.5 all**  **1.6 (1) 1.7 (1,2,3)**  **1.8 (3) 2.1 (2,4)**  **Preamble**  Effective use of  TEEP Planning Cycle Effective use of TEEP Underpinning elements Specialist Subject Knowledge  Data Analysis to inform planning | Much teaching is good with little requiring improvement (over time)  Lessons which begin to demonstrate the TEEP model.  Applying subject knowledge to teaching and learning. Checking that knowledge is complete.  Beginning to use data effectively to inform planning. | Most teaching is good or better (over time)  Lessons which demonstrate a secure application of the TEEP model with a wider repertoire of strategies.  Developing a more secure subject knowledge drawing on the support of others as appropriate.  Increasing confidence in using data to inform planning. | All teaching is good and has some outstanding features (over time)  Lessons which show an extended understanding of the TEEP model.  Extending subject knowledge to contribute to schemes of work/medium and long term plans and resource materials.  Confident use of data to inform planning. | All teaching good with some outstanding (over time).  Lessons which show an advanced understanding of all aspects of the TEEP model.  Advancing subject knowledge to make a substantial contribution to schemes of work, medium/long term plans, resource materials and programmes of study by working collaboratively.  Confident use of data to inform planning. | All teaching good with much outstanding (over time).  Lessons which can be used to show-case an advanced understanding of all aspects of the TEEP model.  Subject knowledge used to transform aspects of the practice in other team members within the Trust, to enable them to improve.  Confident use of data to inform planning. | Almost all teaching is outstanding (over time).  Lessons are used to showcase the TEEP framework and teacher has an active involvement in coaching and mentoring of other teachers.  Subject knowledge used to lead aspects of the practice of others within and beyond the Trust, to enable them to improve.  Confident use of data to inform planning. |
| **PROFESSIONAL OUTCOMES**  Student Progress  Work Scrutiny and feed back to students | Most pupils achieve in line with school expectations and targets.  Most work scrutiny is good with little requiring improvement. | Most pupils achieve in line with school expectations and targets.  Most work scrutiny is good or better. | Almost all pupils achieve in line with school expectations; some exceed them.  All work scrutiny is good with some outstanding features. | Almost all pupils achieve in line with school expectations; some exceed them.  All work scrutiny is good with some outstanding. | Almost all pupils achieve in line with school expectations; some exceed them.  All work scrutiny is good with much outstanding. | Almost all pupils achieve in line with school expectations; many exceed them.  Most work scrutiny is outstanding. |
| **PROFESSIONAL**  **RELATIONSHIPS**  **1.1(1) 1.6(4)**  **1.7(4) 1.8(2,3,5)**  **2.1 (1,3,4)**  **Preamble**  Effective Teacher behaviours  Effective Learning behaviours  Including attendance and punctuality. | Understand the key principles of effective teacher and learner behaviours.  Develop a repertoire of effective teacher and learner behaviours. | Positive working relationships with pupils, colleagues and parents.  Develop a wider repertoire of effective teacher and learner behaviours. | Relationships are securely focussed on improving provision for pupils.  Extending the repertoire of effective teacher and learner behaviours. | Professional relationships with pupils, colleagues and staff lead to excellent class provision.  Show advanced understanding and application of effective teacher and learner behaviours. | Proactive role in building key stage or departmental teams and beginning to impact on whole school teams, to improve provision and outcomes.  Transform others’ teaching by being able to show case effective teacher and learner behaviours. | Proactive role in building school-wide teams and to work beyond own school, to improve provision and outcomes.  Leading the development of effective teacher and learner behaviours by mentoring and coaching other teachers. |
| **PERSONAL AND PROFESSIONAL CONDUCT**  **1.1(3) 1.7(1)**  **1.8(1) 2.1(all)**  **2.2 2.3**  **Preamble**  Attendance and punctuality.  Positive contribution to community including co-curricular activity, revision schools, and Christian ethos. | Meet all  Standards  Begin to understand and make a contribution to the values and ethos of the school within your class/es. | Meets all standards  Develop further understanding and make a contribution to the values and ethos of the school within your department/key stage. | Meets all standards  Extend understanding and make a significant contribution to the values and ethos of the school beyond your department/ key stage. | Meets all standards  Make a contribution to the development of values and ethos of the whole school. | Meets all standards  Transforming others’ understanding of the values and ethos of the school to enable their active participation. | Meets all standards  Leading by mentoring and coaching the contribution of students, parents, and adults to the values and ethos of the school. |
| **PROFESSIONAL**  **DEVELOPMENT**  **1.2(4,5)**  **1.3(1,2,4,5) 1.4(5) 1.5(2,3,4)**  **1.6(1) 1.8(4)**  **2.1(2) 2.3**  **Preamble**  PD journey  Reflective Journal | Beginning to identify (with support) key professional development needs and respond to advice and feedback.  Participation in induction and new teacher programme. | Developing the ability to identify key professional development needs and respond to advice and feedback.  Participation in the developing teacher programme. | Extending involvement and  proactively accessing relevant support and professional development from colleagues.  Participation in advancing teacher programme and consideration of NPQML. | Advanced practitioner,  fully competent and able to keep up-to-date with changes and adapt practice accordingly.  Participation in NPQML and/or Lead Practitioner programme or other training as appropriate. | Transforming role in leading the professional development of key stage or departmental colleagues.  Participation in NPQSL and/or Lead Practitioner programme or other training as appropriate. | Leading role in the professional development of teachers within and beyond the school.  Participation in NPQH and/or Lead Practitioner programme or other training as appropriate. |