

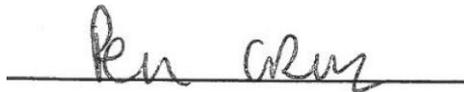
Performance Management Policy

College Governance Status

This policy was re-issued in June 2014 and approved by the Governing Body. It will be reviewed annually or in the light of new Government or Local Authority guidance.

| Review dates | By Whom | Approval date |
|---------------------|-----------------------------|----------------------|
| September 2014 | Unions, Staff and Governors | 6 November 2014 |
| September 2015 | Staff and Governors | 21 September 2015 |
| September 2016 | Staff and Governors | 18 October 2016 |
| May 2017 | Staff and Governors | 9 May 2017 |
| May 2018 | Staff and Governors | 25 October 2018 |
| September 2019 | | |

Signed by the Chair:



This Policy was written after the release of the 2013 Pay Policy and Teacher Appraisal and Capability model policy for schools 2011. The previous policy was written in line with the Education (School Teacher Performance Management) (England) Regulations 2006. The key principles of the policy were disseminated to staff via presentations and a consultation period followed. This does not supersede national pay and conditions' legislation.

This policy links to other key documents listed below

- Teacher appraisal and capability model policy for schools 2011
- DfE Professional Standards for Teachers in England (Appendix 1)
- NYCC Support Staff Pay and Conditions Document
- WCC Performance Management Structure and Line Management Chart (Appendix 2)

Performance Management Policy – Contents

- Introduction
- Application & Purpose
- Links to College Improvement, Self Evaluation and Development Planning
- Consistency and Fairness
- Quality Assurance

- Objective Setting
- Reviewing Progress
- Appeals
- Confidentiality
- Training & Support
- Appointment of Reviewers for the Principal
- Appointment of Improvement Partner or External Advisor
- Appointment for Reviewers of Teachers
- The Performance Management Cycle
- Retention of Statements
- Monitoring and Evaluation
- Reviewing the Policy
- Access to Documentation
- Classroom Observation Protocol – brief outline

Related documents (available from the Staff Read Only shared area of the College computer network)

List of team leaders
 Performance Management Cycle
 Performance Management Processes and Timings
 Lesson Observation Protocol
 Lesson Observation Forms and Feedback
 Planning and Review Meeting Forms
 NYCC Support Staff Terms & Conditions of Service

INTRODUCTION

The DfE's new model performance management policy became available in 2013 and replaced the 2011 version Education (School Teacher Performance Management) (England) Regulations 2006. However, while key components of the 2013 model have been embraced, key components of the 2011 regulations have been retained to ensure fair practice:

The policy requires that the Governing Body shall ensure that the performance of teachers and the Principal is managed and reviewed. When establishing or revising the College's

Performance Management Policy the Governing Body shall consult with recognised trade union representatives, where there are elected staff representatives, and will consider comments from all staff during the consultation period.

The regulatory requirements are stated clearly and where governing bodies are able to exercise discretion, the options available are also identified. There are no national performance management regulations which apply to support staff and there is no national agreement on performance management with support staff unions, although this is good practice and will be maintained at the College in line with North Yorkshire County Council's Support Staff Terms and Conditions of Employment and the Performance Management Policy.

APPLICATION OF THE POLICY

The policy applies to the Principal and to all staff employed at the College, except teachers on contracts of less than one term, those undergoing induction (ie, NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and the Principal and for supporting their development needs within the context of the College's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the College's pay policy which provides details of the arrangements relating to staff pay in accordance with the School Teachers' Pay and Conditions Document and NYCC's Support Staff Terms and Conditions.

LINKS TO COLLEGE IMPROVEMENT, COLLEGE SELF EVALUATION AND COLLEGE DEVELOPMENT PLANNING

To comply with the requirement to show how the arrangements for performance management link with those for College improvement, College self-evaluation and College development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for College self-evaluation and the wider College improvement process.

Similarly, the College's improvement and development plans are key documents for the performance management process. All reviewers are expected to explore the alignment of reviewees' objectives with the College's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management. To ensure this the following provisions are made in

relation to moderation, quality assurance and objective setting.

Quality assurance

The Principal has determined that he will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the Principal will:

- moderate all the planning statements to check the plans recorded in the statements of staff at the College
- be consistent between those who have similar experience and similar levels of responsibility
- comply with the College's Performance Management Policy, the regulations and the requirements of equality legislation and other relevant Staff Terms and Conditions of Service.

The Governing Body will:

Nominate three governors to be involved in the Principal's performance management and any appeal regarding the Principal's performance management and will ensure that the Principal's planning statement is consistent with the College's improvement priorities and complies with the College's Performance Management Policy and the Regulations.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any postholder in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the College's strategy for **bringing downward pressure on working hours**. They shall also take account of the postholder's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the College.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. At the College, all staff, including the Principal, will have no more than three overriding objectives, **which might be sub-divided**. These are:

- Objective 1: Teachers' role from the teacher standard document/ appropriate project for support staff linked to their role
- Objective 2: Personal development focus
- Objective 3: Other.

Though performance management is an assessment of overall performance of staff and the Principal, objectives will cover a comprehensive range of a postholder's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review

stage it will be assumed that those aspects of a postholder's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

REVIEWING PROGRESS

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, **even if the performance criteria have not been met in full, will be assessed favourably.** Staff will be informed if they are underperforming and such feedback will not be left until the end of year review. **There will be at least one interim meeting to review progress towards objectives.**

Monitoring of progress towards performance management targets should form an important part of regular 1:1 meetings. The frequency of these meetings will vary.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS

At specified points in the performance management process staff and the have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. Details of the appeals process are covered in the College's Pay Policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the Principal, the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access if this deviates from the normal procedures. Please note that the normal procedures include a designated member of the administrative team processing hand-written PM documents where the team leader has not produced the documents electronically themselves and other administrators may access documents if requested to do so by a team leader/individual reviewee.

TRAINING AND SUPPORT

The College's CPD programme will be informed by the training and development needs identified in objectives 1-3. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training

and support agreed for reviewees.

An account of the training and development needs of staff, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Principal's annual report to the Governing Body about the operation of the performance management in the College.

With regard to the provision of CPD in the case of competing demands on the College budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the College to achieve its priorities. The College's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE PRINCIPAL

Appointment of Governors

The Governing Body is the reviewer for the Principal and to discharge this responsibility on its behalf will appoint 3 governors.

Where the Principal is of the opinion that any of the Governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

Appointment of Caedmon College Whitby's Improvement Partner or External Adviser

Governors may appoint an Improvement Partner or other adviser to provide the Governing Body with advice and support in relation to the management and review of the performance of the Principal.

APPOINTMENT OF REVIEWERS FOR OTHER STAFF

In the case where the Principal is not the postholder's line manager, the Principal may delegate the duties imposed upon the reviewer, in their entirety, to the postholder's line manager. In this College the Principal has decided that:

The Principal will be the reviewer for the staff directly line managed by him and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other staff. ST links will review all HODs and HODs will review most teaching staff in their teams.

The number of reviews that any line manager will be expected to undertake will be determined on need and good practice. This number should be manageable and should include support staff as appropriate. Where additional reviewees are placed under a team leader, beyond the normal expected number, this will have been agreed in advance between the team leader and Principal and will relate to what is the best fit for the postholders involved.

Where a postholder has more than one line manager the Principal will determine which line

manager will be best placed to manage and review the postholder's performance. In the interests of totality management, the reviewer should seek evidence from other line managers to ensure Performance Management represents all components of the reviewee's job specification.

Where a postholder is of the opinion that the person to whom the Principal has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that reviewer to be replaced, stating those reasons. This should be clear from the Performance Management Team Leader list.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Principal may perform the duties himself/herself or delegate them in their entirety to another team leader. Where this postholder is not the reviewee's line manager the postholder will have an equivalent or higher status in the staffing structure as the postholder's line manager. There is a link here with the Attendance Management Policy.

A performance management cycle will not begin again in the event of the reviewer being changed. All line managers to whom the Principal has delegated the role of reviewer will be able to request, and be provided with, appropriate preparation for that role.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers and for the Principal by 31 October.

The performance management cycle in this College will run from 1 November to the next for teachers and the Principal. Support staff performance management reviews will run to the end of March each year, in line with the awarding of annual increments on 1 April (subject to satisfactory performance **and attendance**).

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a postholder starts their employment at the College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the Governing Body, shall determine the length of the first cycle for that postholder, with a view to bringing their PM cycle in line with the normal cycle for other staff at the College, as soon as possible.

Where a postholder transfers to a new post within the College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the Governing Body shall determine whether the cycle shall begin again and whether to change the reviewer.

PERFORMANCE MANAGEMENT TIMELINE

1. Annually, in September, individual teachers will review their students' examination results against the students' academic targets, providing class by class commentary on their students' performance as part of the subject-based self-evaluation process. A summary comment will be placed on the tracker by the HOD for each member of staff.
2. September: teachers, using results information and their T+L tracker, complete self-audit against the Teachers' Standards and identify which elements of the Teachers' Standards they want to focus upon in their objectives, within their personal development focus for objective 2.
3. At the assessment stage the Reviewer will discuss the teacher's overall performance over the previous year against the Teachers' Standards. The onus will be upon the teacher to provide a personal evidence file of their performance as detailed below. There will be particular emphasis upon the individual Standards which link to the teacher's Performance Development objectives and teachers will be made clear about this. The teacher will provide the following evidence:

Teachers:

- Review of the their students' examination results and monitoring data against the students' academic targets, providing class by class commentary on their students' performance;
- Lesson Observation feedback, usually from the T+L tracker;
- Student voice summary
- Feedback from work scrutinies;
- Planning scrutiny feedback from HODs and ST and examples of thoughtful planning;
- Copies of all CPD evaluations (internal and external)
- Any further evidence which might relate specifically to the teacher's Performance Development objectives.

Heads of Department

As above and also the Leadership File.

ST/ Senior teachers/ support staff

All staff on the Leadership Spine and all non-teaching staff will be reviewed against their full job description and any of the applicable evidence above.

4. CPD Objectives focus upon the priorities for an individual for the cycle which have derived from the completion of the preparatory audit against the Teachers' Standards; *it follows, then, that meeting the objectives will explicitly help the teacher in meeting the Teachers' Standards.* Where a teacher is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the teacher is meeting the vast majority of the Teachers' Standards and is at least making good progress towards those not met (see below). Evidence will be shared with individuals.

At the end of the cycle, assessment of performance for objective one will be judged as either 1. Exceptional performance, 2 met securely, the vast majority are met and 3 at least making good progress to those not met, 4 while some are met, a significant number of the standards are not met, 5 clearly not met.

In order to be recommended for pay progression a teacher's performance must be judged to be at least meeting objective one and must not be limited for objectives two and three.

In extraordinary circumstances the Governors' Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year.

We are absolutely clear that we do not want an objective setting system which discourages setting ambitious objectives. We dismiss the idea of a graduated descriptor grid against each Standard and sub-standard; instead we want to rely upon the professional judgement of the ST reviewers.

The professional judgement of reviewers and lesson observers will be central to appraisal against the Teachers' Standards. To that end, staff who undertake all Performance Development assessments at the College will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting and judging evidence against the Teachers' Standards, and observation of Performance Development Review conversations.

So that no-one is unclear about the standard of performance expected at the College, the following statement is designed to clarify what is expected of College teachers so that:

- there is no doubt about the level of performance required by our teachers;
- the need to reduce performance measures to overly specific and inflexible numerical targets is obviated.

It is a given that the assessment of a teacher's performance during the Performance Development Review meeting will be rooted in the mandatory evidence outlined above. However, it is important to be clear that the final judgement of a teacher's performance for objective one on our 1-5 grading system will be made within the context of our College, where:

- students enter the school at attainment levels around the national average
- we expect students to make progress above the expected progress nationally
- we expect students to achieve at the end of Key Stage 3, 4 and Key Stage 5 with attainment levels above the national average
- teachers have the highest expectations of our all students, reflected in our growth mind-set culture.

Judgements will be made with professional wisdom and will take into account a teacher's contextual analysis of the academic performance of students in his/her individual classes.

It is also important to acknowledge that the CCW Strategic Learning Plan will have explicitly high expectations of the quality of teaching and learning at this College, with the ambition that, By 2018, 70% of all judgements for Obj 1 are at least met securely.

5. Where evidence emerges during the Performance Development cycle about the reviewee's performance which causes *some concern*, there should be a review of the reviewee's objectives and the objectives should be prioritised, and amended if necessary, so that any additional objective(s) which are agreed, that address the

concerns, are recorded supportively in the plan.

6. In order to *support* the teacher whose performance causes *some concern*, then either....

6a. One of our team of specialist Teacher Coaches will work with an ST member (who is not the teacher's Performance Development reviewer) and the teacher to establish more specific areas for improvement , stage 1.

Or...

6b. Where a pattern of underperformance is identified it may be necessary to go straight to the implementation of a Developing Performance Plan (DPP) stage 2- see point 7.

7. If improvement is not secured within the agreed timeframe for stage 1, stage 2 (a Developing Performance Plan) will be implemented. It will include the areas for improvement, the timeframe and the support that will be offered.

Then either . . .

7a. If, despite the reviewee receiving appropriate and exhaustive support, the reviewee's performance does not improve and goes on to give rise to *significant concerns*, the Performance Development process will cease and the Principal will invoke the completely separate Capability Policy and procedure. In appropriate cases eg where the delivery of the service is significantly affected, the capability procedure may be invoked without first using the DPP.

Or . . .

7b. After completing the DPP successfully, the teacher will come back to his/her PD objectives and continue to complete the Performance Development cycle.

8. In cases where the teacher's performance has prompted the Principal to invoke the Capability Policy and procedure, the Pay Committee will use its discretion not to award progression up the pay range.

PAY PROGRESSION

Where teachers are eligible for pay progression, the appraiser will make a recommendation to the Governors' Resources Committee based on the assessment of their performance against the agreed objectives and Teachers' Standards and in accordance with the College's Pay Policy.

The Governing Body has agreed the College Pay Policy and has considered the implications of the Performance Management Policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 October for all teachers, including the Principal.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Principal will provide the Governing Body with a summary report on the operation of the College's Performance management policy annually. The report will include:

- the operation of the performance management policy;
- the effectiveness of the College's performance management procedures;
- staff training and development needs.
- % achieving PRP.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory. The following areas could provide grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Principal will report on any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The Governing Body will review the Performance Management Policy every year in the Autumn Term.

The Governing Body will take account of the Principal's report in its review of the Performance Management Policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

When establishing or revising the College's Performance Management Policy the Governing Body shall consult with recognised trade union representatives, where there are elected staff representatives, and will consider comments from all staff

during the consultation period.

To ensure staff are fully conversant with the performance management arrangements, all new staff who join the College will be briefed on them as part of their induction to the College.

ACCESS TO DOCUMENTATION

Copies of the College improvement and development plans are available from the College's computer network and are developed in liaison with subject leaders.

CLASSROOM OBSERVATION PROTOCOL

This College believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform College improvement more generally. **All observation will be carried out in a supportive fashion.**

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the College. Classroom observation will be carried out by those with QTS. In addition to formal observation, The Principal or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. A 'Drop In' session may not automatically constitute the completion of an entry into the 'Teaching and Learning Tracker'.

Monitoring data will be used to indicate the progress of classes and support lesson observations. At each monitoring point a comment on 'progress' will be entered onto the tracker by the HOD for each member of staff following post monitoring department review meetings.

The Performance Management list/line management chart (Appendix 2) of reviewers and reviewees will be updated ready for the start of each new academic year and will be included in the staff handbook each year. It will be clear who the line manager for each member of staff.

Those staff with a 'good' profile in the T&L tracker will have a light touch performance management interview focusing on Personal Development objectives for the next year. Others may be subject to full lesson observations in order to make a fair judgment, and this will be carried out by the Performance Manager; not the line manager.

CLASSROOM OBSERVATION PROTOCOL

Lesson Observation to Support Performance Management

The Governing Body is 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.

At the College 'proportionate to need' will be determined by the demands of Ofsted and the need to achieve and demonstrate improvements in the quality of teaching and learning in relation to improvement targets set down in the College improvement plan.

Classroom observations are a key feature of the performance management cycle. Below are guidelines and observation criteria that the College will use according to need.

Lesson Observation Guidelines

These guidelines refer to lesson observations undertaken as part of performance management arrangements in Caedmon College Whitby.

Purpose of Lesson Observations

Classroom observations are used to monitor the quality of teaching and learning in College as a part of College self-evaluation and performance management. They support a culture of continuous improvement by helping individuals develop their professional practice. The specific focus should be agreed with the member of staff and recorded with feedback on the T+L tracker.

Principles of Lesson Observations

Classroom observations:

- Conducted to best reflect normal delivery pedagogy.
- Will be supportive and developmental
- Should be multi-purpose, wherever possible, to minimise the potential burden of observations
- Should be undertaken in accordance with the College's performance management policy
- Will be undertaken by performance reviewers but may also be done by others who have appropriate professional expertise, for example subject leaders
- Should be made possible by sufficient timetable release time being provided
- Should not be done in PPA time unless the member of staff agrees to do so

Frequency and Duration of Lesson Observations

Classroom observation undertaken in relation to performance management should be agreed between all parties involved. The level and scope is determined by accessing the 'Teaching and Learning Tracker' which provides an audit of observations conducted throughout the year and assessing any associated actions or development that may have been pre-empted by the observations. Observations may be for whole lessons or parts of lessons, but annually will not

exceed 3 hours in total.

Teachers should have the opportunity to engage in further classroom observations (beyond those undertaken for performance management purposes) by agreement. For example, peer observations agreed to by teachers are not part of the performance management arrangements, but many teachers will see the value of engaging in such observations as part of their professional development.

Any observations made by Ofsted in relation to statutory duties fall outside normal observation arrangements.

Effective classroom observations should:

- Provide a performance reviewer with evidence of the quality of a reviewee's classroom practice (quality of teaching and learning)
- Help the Principal develop an overview of the quality of teaching and learning in the College
- Provide teachers with verbal and written feedback on practice which aids reflection and self-evaluation and helps continuous development
- Identify, celebrate and share good practice
- Help to improve classroom performance by identifying areas for development which will extend expertise

Planning Statement and Lesson Observations

The observations to be undertaken for performance management purposes should be agreed in the planning and review statement at the beginning of the performance management cycle. **However, the exact time and notification of the observation cannot be given as the underpinning purpose of the lesson observations is to assess any drop in strategy which reflects normal practice.**

Lesson Observation Protocol and Methodology

The teacher being observed should assist the process by:

- Highlighting the lesson has been planned effectively.
- Providing any relevant information on students, such as grouping arrangements within class, monitoring data, P4P and/or location of students with SEN

The criteria used for lesson observation should:

- Be agreed and understood by the teacher being observed and the observer and covers the following areas of focus:

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|--|
| <ul style="list-style-type: none"> • 1. Students' progress • 2. Students' attitudes to learning • 3. Teacher's planning and expertise • 4. Teachers' expectations • 5. Interventions and support • 6. Teaching of RWCM • 7. Assessment including feedback for progress in the lesson • 8. Marking including homework • 9. Achievement |
|--|

- Be used to evaluate the quality of teaching and learning
- Be used to provide constructive feedback and identify areas for possible improvement and development

All observers should demonstrate:

- Courtesy and objectivity in the conduct of observation and related meetings
- A respect for the confidentiality of any information gained in the course of carrying out the observation and giving feedback

During the lesson being observed they should:

- Sit somewhere which provides a good view of the activities of the students and teacher. S/he should be as unobtrusive as possible
- Talk to students, where appropriate, about their understanding and experiences so long as it does not disrupt the progress of the lesson
- Look at work being done in the lesson and, where appropriate, look at earlier work done by students
- Refer to monitoring data

Giving feedback following a lesson observation

- Before giving feedback the observer needs to take time to reflect on the lesson and to identify the key messages from his/her notes. The teacher also needs time to collect his/her thoughts on the lesson.
- Feedback (verbal or written) following a lesson observation should include clear comments that enable teachers to build on what they are doing well and support developing practice, agreeing focus of next classroom visit.
- Feedback should be given as soon as possible after the observation and no later than the end of the next day. It should always be out of the hearing of others and where

disruptions can be kept to a minimum. There should be enough time allocated for a professional discussion around the feedback to take place.

- PPA time should not be used for giving feedback unless the teacher wishes to do so.
- The observer should focus on how effective the lesson was in enabling learning to take place and the ways in which the teaching and activities contributed to it. When making an assessment, observers should always refer to the evidence they are drawing on and link it to the agreed observation criteria.
- Recommendations, targets or action points set as a result of the observation should be practical and achievable and leave the teacher feeling that they can make progress. Clearly agreed deadlines and review timescales should be provided. If specific support and/or training is needed this should be noted, with a clear statement of who will organise this. It is likely that most CPD needs arising from observation will be met 'in house'.
- A written record is produced via the 'Teaching and Learning Tracker' in line with College policy and placed on the 'Teaching and Learning Tracker' within 2 working days of the observation. The teacher should be given the opportunity to add any comments they feel are appropriate to the 'Teaching and Learning Tracker' in the 'General Comments' box.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

The Protocol for Classroom visits

The Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Principal has the right to drop in to inform their monitoring of the quality of learning. Clearly the performance management arrangements are integral to fulfilling this duty and the Principal may consider the classroom observations they have agreed for performance management are sufficient.

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| At the College, classroom visits will be undertaken by the Principal or designated member(s) of staff in a management position. |
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Observations and record of good practice

- The individual's T+L tracker is a shared document between the teacher and their Line Manager. We expect it to be a depository of good practice for all teachers as well as a developmental process that supports our following mind set principles:

All want to do a good job

All want to continually improve

All view success in student outcomes

All are intrinsically motivated and don't require bribes/ rewards to do their best

All are committed to 'be the best they can be'

All want feedback in order to improve

All welcome professional conversations

All welcome learning goals and have a mastery mind set

All sign up to being a great teacher

- All teachers are entitled to have a classroom visit every 4-6 weeks with an agreed focus
- A record of the focus of the observation will be recorded on the 'Teacher and Learning Tracker.' Verbal feedback will be provided for each tracker entry.
- If, the overall profile of learning over time is not 'Good' then this will trigger a full lesson observation and possibly the allocation of a coach/mentor and, without improvement, an informal 'Development Plan', as referenced within the North Yorkshire County Council Capability Procedure.
- If the 'Development Performance Plan' is not completed successfully then the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal North Yorkshire County Council Capability Procedure.
- Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012

INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The Teachers' Standards published by the Secretary of State for Education introduced some significant changes in terms of structure, content and application. This document is designed to assist those who will be using the standards to understand those changes and to implement the standards effectively.
2. The Teachers' Standards contained in this document came into effect on 1 September 2012, though the Teaching Agency (now the National College for Teaching and Leadership) has used the conduct elements since 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replaced the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA),¹ as well as the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. **The standards apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements (subject to the exception described in para. 4 below). Part 2 of the Teachers' Standards, which relates to professional and personal conduct, is used to assess cases of serious misconduct, regardless of the sector in which the teacher works.
4. Since 1 April 2012, teachers with Qualified Teacher Learning and Skills (QTLS) status have been able to teach in schools as fully qualified teachers. This change was made to give schools greater access to experienced teachers of vocational subjects, as recommended in Professor Alison Wolf's *Review of Vocational Education*. Headteachers have the freedom to decide the standards against which they assess the performance of QTLS holders. They can assess QTLS holders' performance against the Teachers' Standards, against any other set of standards relating to teacher performance issued by the Secretary of State, against any other professional standards that are relevant to their performance, or against any combination of those three. Before, or as soon as practicable after the start of each appraisal period, QTLS teachers (like other teachers) must be informed of the standards against which their performance in that appraisal period will be assessed.
5. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.
6. The standards need to be applied as appropriate to the role and context within which a

trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Initial Teacher Training (ITT) Criteria*.³

7. Similarly, headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.
8. The standards replace the existing Core professional standards, and are used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs beyond those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment therefore needs to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
9. Following the period of induction, the standards continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance is assessed against the standards as part of the new appraisal arrangements in maintained schools.

Presentation of the Standards

10. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.
11. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the Standards for Professional and Personal Conduct.
12. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.
13. The standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted subheadings should not be interpreted as separate standards in their own

right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

14. The standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of Introduction of the Standards

15. The revised standards came into effect on 1 September 2012, on which date they became the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases⁴ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training need to ensure that all trainees who complete their training after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

4. For some categories QTS can be awarded without undertaking ITT in England and meeting the QTS standards. Those exempt from meeting the QTS standards are individuals who have already successfully completed ITT or are recognised as teachers in another UK country and EEA nationals who are recognised as teachers in another EEA member state. Qualified further education teachers who have Qualified Teacher Learning and Skills (QTLS) status may also be exempt from meeting the Teachers' Standards.

16. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or had started but not completed induction by 1 September 2012, need to be assessed against the Teachers' Standards at the end of their induction.
17. Existing teachers who have already passed induction will be expected to use the Teachers' Standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.
18. When considering new cases of serious misconduct received from 1 April 2012, the National College for Teaching and Leadership (formerly the Teaching Agency), acting on behalf of the Secretary of State, must have regard to the personal and professional conduct aspects of the Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*.

The National College for Teaching and Leadership is still able to refer to the GTCE's *Code of Conduct* for any partially completed cases it received from the GTCE at the point of its abolition.

Note on Terminology Used/Glossary

Specific terminology used in the standards should be interpreted as having the following meaning:

- **'Fundamental British values'** is taken from the definition of extremism as articulated in the new Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.
- **'Parents'** is intended to include carers, guardians and other adults acting *in loco parentis*.
- **'Pupils'** is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.
- **'School'** means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in academies and free schools depends on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.
- **'Special educational needs'**, as defined by the Department for Education's *Special Educational Needs Code of Practice* (2001), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- **'Statutory frameworks'** includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions Document.

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.

New Leadership Structure for 2017/18 will be added in the Autumn Term.