



Teacher Appraisal Policy

1. Introduction

2. Policy

- Purpose
- Application of the Policy

3. Appraisal

- Appraisal Period
- Appointment of Appraisers
- Objective setting
- Reviewing performance
 - Observation
 - Development and Support
 - Feedback
 - Mid-cycle review
- Annual Assessment- the Teachers Standards
- Monitoring and Evaluation

4. General principles underlying the policy

Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in 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 lack of capability. This policy applies only to teachers, including the Executive Headteacher.

Policy for appraising teacher performance and dealing with capability issues

The Governing Body of Edmonton County School adopted this policy in June 2015

It will review it annually.

The Governing Body has delegated responsibility for all aspects of appraisal to the Executive headteacher. The Executive headteacher is accountable to the Governing Body for its implementation.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Executive headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. A separate policy sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

This policy, which covers appraisal, applies to the Executive headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e.* *NQTs*) and those who are subject to capability procedures

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

The policy also applies to temporary teaching staff.

Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and 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 teachers.

The appraisal period

The appraisal period will run for twelve months from 1 October to 30 September

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. Where a teacher transfers to a new post within the school part-way through the cycle, the Executive headteacher will determine whether the cycle shall begin again and whether to change the appraiser. Where the employee is the Executive headteacher, the Governing Body's Executive headteacher Performance Review Group, will determine the appraisal arrangements.

Appointing appraisers

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to the Executive headteacher Performance Review Group consisting of three members of the Governing Body. The Executive headteacher Performance Group will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose, ideally someone who has had leadership experience in a similar school). Where the Executive headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request. The Review Officer (the governor appointed for that purpose) will respond to the Executive headteacher's request.

The Executive headteacher will decide who will appraise other teachers. All appraisers appointed by the Executive headteacher will have qualified teacher status and relevant experience. The teacher's line manager or another senior person in the teacher's subject area or area of responsibility will normally be their appraiser. If they are unable to conduct the appraisals, an appropriately experienced person will be appointed in their place. If legitimate concerns are raised about the choice of appraiser these will be carefully considered and if the Executive headteacher considers these to be valid an alternative appraiser may be offered.

Setting objectives

The Executive headteacher's objectives will be set by the Executive headteacher Performance Review Group after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic, Time-bound and have a demonstrable Impact on raising standards. Objectives will be appropriate to the teacher's role and level of

experience. The Executive headteacher has responsibility for ensuring that there is a quality assurance of objectives. In particular:

- Checking that objectives are set appropriately for different categories of staff
- Confirming that they are consistent with the school progress plan
- Ensuring that they are written in such a way that measuring success can be done objectively.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Objectives will be proposed to and confirmed by the Executive headteacher to ensure there is consistency and quality assurance has been carried out. Normally a main scale teacher will have three objectives. Those on the upper pay spine will normally have four, the additional objective relating to their contribution to the school in relation to their status as an upper threshold teacher.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher. This will be ensured by quality assuring all objectives against the school progress plan and there being a commonality of objectives across the organisation (i.e. Heads of Faculty will have broadly the same objectives.).

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task that might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. Members of the Leadership Team will be assessed against Leadership Team standards and other categories of teachers (i.e. ASTs, SENCo and others) will be assessed against the relevant standards. All teachers who hold responsibilities (i.e. those remunerated by TLR or other bursaries) will be reviewed against the Teachers Standards and the review will include an assessment of their role (i.e. as Head of Faculty, Lead Teacher etc.) An appraisal review preparation document is recommended, and forms Appendix 1 of this policy.

The review will be recorded on the school pro forma (Appendix 2).

Reviewing performance

Observation

This school 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 school improvement more generally. All observation will be carried out in a supportive fashion according to the agreed Lesson Observation Policy (Appendix 3).

In this school 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 school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Executive headteacher or other leaders with responsibility for teaching standards may observe a teacher as part of Learning Walks and Faculty Reviews. Heads of Faculty are responsible for monitoring the quality of teaching in their faculty and so are expected to organize teaching walks and observations in order to discharge that responsibility. A teacher may at any time request additional observations.

The feedback will include strengths and areas for improvement together with suggested staff development activity to support the improvement. The person observing will ask the teacher if they wish to know the grade that the observer is awarding. The grade will be communicated to the Executive headteacher via the lesson observation sheet but will be supplied to the teacher in redacted form if the teacher does not want to know the grade.

The total period for observations for appraisal purposes will not normally exceed 3 hours per cycle for any individual teacher. However, the school reserves the right to exceed this limit, as considered appropriate, in circumstances where a cause for concern has been raised with the individual. This is to ensure that the teacher is able to receive any necessary additional support required to enable him/her to have the best possible opportunity to improve.

Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

The lesson observation submitted as part of the appraisal record must be on the school pro forma. (Appendix 4)

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The appraisal process and the capability procedure are separate. Decisions on the capability procedure are taken by the Executive headteacher (or the Chair of Governors where the concern is the Executive headteacher). Teachers can expect that the majority of concerns or problems will be addressed through the appraisal procedure. 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.

CPD can generally be classified as follows and any cpd requests should be placed somewhere in this matrix

:

What/How	Professional education	Professional support	Professional training
Subject knowledge and teaching	Subject related education so that the teacher knows more e.g. Masters level courses in	Lesson observation and feedback on teaching.	Training to use equipments and toolkits for diagnostic, developmental and

	subject pedagogy.		teaching purposes
Learner knowledge and teaching	Action research into learner development e.g. behaviour management.	Coaching to develop IAG	Training to use techniques such as restorative justice, SEAL etc.
Leadership development and managing the workforce	Range of extended professional education courses including MBA, NPQH, LfM, Developing Leaders etc.	Coaching on performance management, participating in interviews and selection of staff, peer observation, 'double-loop' learning opportunities	Training to use data systems to monitor performance and to manage the budget for a team, create development plans, project management, making a presentation.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Midcycle review

Part way through the cycle each teacher will have a mid-cycle review carried out by their appraiser. The purpose is to review progress to each objective in terms of activity and impact. In addition, teachers will be required to evaluate:

- The impact of any cpd undertaken
- The contribution they have made to the development of the team
- How the individual has developed professionally.

The mid-cycle review is the formal forum to re-negotiate objectives and to request additional cpd in order to achieve them. Any renegotiation of objectives is subject to agreement with the Executive headteacher.

The mid-cycle review will be recorded on the school pro forma (Appendix 5).

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive headteacher, the Governing Body 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 interim meetings which will take place at least once during the appraisal cycle (the mid-cycle review).

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Executive headteacher). 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. Explicit reference will be made to the mid-cycle review;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);
- a copy of at least one lesson observation carried out during the appraisal cycle.

Teachers must be assessed against the Teachers' Standards, exemplification of the criteria is found in Appendix 6. It is the responsibility of the appraiser to verify that the teacher meets the criteria for threshold progression.

Teachers who have completed a year of employment (as determined by the 2013 STPCD Annex 4, Para. 1.9) since the previous annual pay determination and meeting the required criteria will normally move up the range, one point each year, effective from 1st September, until the maximum is reached.

To achieve the annual one point increase, a teacher will need to have made good progress towards his/her appraisal objectives and have shown that s/he is competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

Each teacher's career stage will be taken into account when consideration is given to the award of the next point on the range. Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

Judgments will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

The Executive headteacher will ensure that all decisions on pay are made by 31 October for teachers and the Executive headteacher Performance Group will ensure that decisions on the Executive headteacher's pay are made by 31 December. Pay decisions are effective from 1 September of the academic year in which the decisions are made. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Monitoring and Evaluation

The Executive headteacher is accountable to the Governing Body for the implementation of this policy. The Executive headteacher will report annually to the Staffing Committee on pay progression, the effectiveness of the appraisal policy and that all teaching staff have been appraised.

Appraisal documents are confidential to the appraisee, appraiser and Executive headteacher. However, the Executive headteacher reserves the right to share the documents with senior staff in order to support a teacher's development. Where concerns are raised the deputy Executive headteacher with line responsibility for the faculty or house may apply to the Executive headteacher to view the appraisal documents.

Should Ofsted request evidence of appraisal these will be in redacted form.

Appeal

If a teacher feels that any part of the appraisal process has been unfair, they are entitled to raise their concerns. In the first instance the concerns should be raised with the appraiser, and then with the line managing deputy. If a deputy receives notice of a concern, the deputy will convene a meeting within 5 days. The employee is entitled to be accompanied by a colleague or Professional Association representative. If the matter is unresolved, the employee can then appeal to the Executive headteacher who will, within five days convene a further meeting. The employee is entitled to be accompanied by a colleague or Professional Association representative. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. Notes will be taken and a copy sent to the teacher.

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

The Executive headteachers decision is final.

However, where the appraiser is the Executive headteacher, appeals are made to the Chair of Governors. Where the employee is the Executive headteacher, appeals are made to the Reviewer appointed by the Governing Body.

General Principles Underlying This policy

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.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. *Schools to say here how they might achieve this, for example, the head teacher 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 head teacher might also wish to be aware of any pay recommendations that have been made.*

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

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

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

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.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring 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.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1- The appraisal review preparation

EDMONTON COUNTY SCHOOL – APPRAISAL PREPARATION FOR APPRAISAL REVIEW – THIS FORM IS OPTIONAL

APPRAISER: TEACHER:

MEETING DATE:

Please complete this form in preparation for Appraisal and either bring it to your appraisal meeting or forward to your appraiser in advance of the meeting.

1 JOB DESCRIPTION

Is your job description up to date and accurate?

YES

NO

If not, what needs changing? Attach an amended job description if necessary.

3 STRENGTHS AND SUCCESSES

Over the past year, which parts of your job have been the most successful and given you the most satisfaction?

4 AREAS FOR DEVELOPMENT

4a Which parts of your job have been the least successful, given you least satisfaction, or have you found the most difficult?

4b With reference to the previous question, what could you do to improve the situation and/or what could someone else do?

5 PERFORMANCE MANAGEMENT TARGETS FROM 2014-15

List the evidence you have gathered in your Professional Development Portfolio that demonstrates you have been working towards meeting your targets from last year

6 PERSONAL DEVELOPMENT

How would you like your career to develop over the next year? Next 3 years?

7 TRAINING REVIEW

7a What has been the impact of the CPD you have undertaken over the last year? What difference has it made to your job? How has it improved learning and teaching? (CPD includes training you have received or have led, inset, shadowing, observation, coaching, mentoring, etc.)

7b What specific professional/personal development or training would you find useful in developing yourself/your career in the way you have outlined? (The training needs you identify will be shared with Personnel Officer (support staff), the AHT for Staff Development and your Line Manager.)

8 OBJECTIVES FOR THIS YEAR

Consider possible objectives for this year to discuss with your appraiser. These objectives (personal and professional) will help to improve your work and will contribute to achieving the school's aims and priorities in the EC School Progress Plan. All staff should refer to the Teaching Standards.

Appendix 2- The review pro forma

PART 1: ANNUAL ASSESSMENT AT THE END OF THE APPRAISAL PERIOD (Sep 2014 – Aug 2015)

NAME OF TEACHER:		NAME OF APPRAISER:				
ELIGIBLE FOR PAY PROGRESSION:	YES	NO				
IF YES INDICATE APPROPRIATE LEVEL:	UPS1	UPS2	UPS3	ETS	AST	LT

REVIEW of 2014-15 to include successes and achievements and assessment against Teacher Standards and Job Description

Please complete pages 2 and 3 before completing the rest of this page

RECOMMENDATION FOR PAY PROGRESSION (*This box should only be completed if the teacher is eligible for pay progression*)
 Based on evidence from this and last year's Performance Review, please indicate as appropriate below.

RECOMMENDED because significant evidence of all necessary criteria has been provided

NOT RECOMMENDED because the following criteria have not been met.....

MIDCYCLE REVIEW DATE: DAY: LESSON:

LESSON OBSERVATION:

DATE: DAY: LESSON: CLASS:

FOCUS FOR OBSERVATION:

OBJECTIVE NUMBER (if applicable):

OBSERVATION FEEDBACK SESSION: DATE: DAY: TIME:

All documents should be passed to the teacher for checking within 5 working days of the appraisal meeting.
Documents should then be forwarded to the Executive headteacher by 31st October 2015

REVIEW OF PREVIOUS OBJECTIVES

It is recommended that you present your Professional Development Portfolio with annotated evidence of meeting/working towards your targets to your appraiser.

OBJECTIVE	EXPECTED OUTCOMES/IMPACT How will you know if targets have been met? How will things be different in a year's time?	EVIDENCE	TARGET MET	TARGET PARTLY MET	TARGET NOT MET
1.					
2.					
3.					

Lesson Observation Record

Date of observation	Outstanding	Good	Requiring Improvement	Inadequate

All documents should be passed to the teacher for checking within 5 working days of the appraisal meeting. Documents should then be forwarded to the Executive headteacher by 31st October 2015

PART 2: OBJECTIVE SETTING FOR THE NEXT APPRAISAL PERIOD (Oct 2015 – Sep 2016)

OBJECTIVE	LINK TO Faculty and school progress plan and Teacher standards	EXPECTED OUTCOMES/IMPACT How will you know if targets have been met? How will things be different in a year's time?	DEADLINE When will targets be met?	SUPPORT/TRAINING Please specify the development and training needed to enable appraisee to meet the target. Include estimate of cost
1.				
2.				
3.				
Comments by the teacher				

Signed: APPRAISER

Date:

Signed: TEACHER

Date:

All documents should be passed to the teacher for checking within 5 working days of the appraisal meeting.
Documents should then be forwarded to the Executive headteacher by 31st October 2015

Appendix 3- The Lesson Observation SOP



Standard Operating Procedure	Lesson Observations Edmonton County School
Owner	M Baldwin (BDM)
Effective Date	Jan 2014

Aim: the aim of this standard operating procedure is to ensure that lesson observations are carried out regularly and there is a consistent approach to lesson observations at ECS.

Rationale: the head teacher has a responsibility to monitor the quality of teaching and learning in the school. Formal lesson observation is a statutory component of appraisal. It is also a fundamental part of other school evaluation processes including quality assurance and faculty self-evaluation. Newly qualified staff and school based trainee teachers are entitled to more frequent lesson observation (see NQT and trainee teacher monitoring folders for further guidance) as part of their training and induction process. Evidence from formal observations will be used to make judgements on the quality of teaching across the school and within faculties. Lesson observations should be developmental and provide teachers with an opportunity to receive professional feedback on the quality of their teaching in the classroom. The quality of teaching must be judged first and foremost in terms of its effect on learning. Those staff involved in lesson observation will: carry out the role with professionalism, integrity and courtesy; will evaluate objectively; report accurately and fairly; and respect the confidentiality of the information gained.

The outcomes associated with running a successful programme of lesson observations are:

Students who:

Benefit from being taught by high quality teachers who are continually involved in improving their practice even further and because of this they:

- Express pride in their achievements;
- Are proud to be students of Edmonton County School;
- Make at least the expected amount of progress over each key stage;
- Enjoy school and understand its importance to help them develop as confident mature young people;
- Complete homework tasks and ISBL assignments to the best of their abilities;
- Know their current level of performance and what they need to do to improve to achieve target and challenge grades;
- Are enabled to demonstrate their knowledge, skills and understanding through a range of tasks and assessment assignments.

Teams of teachers and members of the wider workforce who:

Benefit from supporting one another and sharing best practice and resources with their colleagues and enjoy professional development and because of this they:

- Ensure that students make at least the expected amount of progress, making interventions where necessary;
- Acknowledge progress and achievement through the rewards system;

- Are consistent in their implementation of school policies
- Proactively manage student behaviour through activity based learning experiences that reflect the needs of students and the aspirations we share;
- Take risks and are innovative in their teaching practice.

Procedure

Over the course of a year teachers will be observed as follows:

Observation 1 (1 hour) - for appraisal purposes, normally by the person who carries out the appraisal and normally in the first term of the academic year

Observation 2 (1 hour) - by a member of the Leadership Team or a Lead Practitioner. The Headteacher will create teams to carry out these observations and they will normally follow line management arrangements. They will be scheduled over the year and may be part of a faculty review. Heads of Faculty and other teachers are welcome to join the person carrying out the Lesson Observation. NQTs will be involved in the observation 2 procedure and this formal observation will be included in their six observations that take place over the year.

Observation 3 (1 hour in total) – this will be made up of 3 learning walk visits of a maximum 20 minutes duration. Two learning walks will be led by the Head of Faculty and one by the Head of Phase. Heads of Faculty and Heads of Phase will be free to schedule learning walks as they see fit and will present an annual plan to their line manager.

Once the observers are agreed all lesson observations will be calendared, cover arranged where necessary and paperwork will be expected within 5 days of the observation taking place. Staff are encouraged to include a range of evidence from lesson observations, peer observations and learning walks in their appraisal review paperwork.

Peer Observation

In addition, peer observation is strongly encouraged. Observing a colleague from within and beyond one's 'home' faculty is an excellent way to learn and also to get feedback on how 'things are going'. If teachers wish to take advantage of this, then they are encouraged to do so, if cover is required to request it, and to keep a record as part of their individual portfolio. Staff can request an observation from a Lead Practitioner or member of the Leadership Team. Any such observation will not be recorded except by the teacher being observed but a record of the learning points are encouraged.

Within faculties, regular 'pop-ins' are encouraged, if mutually acceptable, as they provide informal ways to share practice and learn from one another. Faculties should discuss and agree the scope of these informal links.

Implementation

- 1) The observer should make contact with the observed teacher in advance to inform them of the lesson to be observed and the date/time and place of feedback.
- 2) All formal lesson observations will be calendared in advance. If a lesson observation is cancelled please inform Georgia Chacholiades and agree with her the rescheduled date.
- 3) The observed teacher should provide the observer with a lesson plan, produced on the school lesson planning template and a seating plan indicating prior data and learning needs, in advance of the observation.
- 4) The observer should use the revised (Jan 2014) ECS lesson observation paperwork to make notes during the observation.

- 5) Staff completing a lesson observation should say “Thank you” as a minimum to the observed teacher before they leave.
- 6) Oral feedback should take place as soon as possible after the observation and no later than the end of the next working day at a mutually agreeable time and in a suitable private environment.
- 7) Written feedback using the revised (Jan 2014) ECS lesson observation proforma should be provided to the teacher within 5 days of the lesson observation taking place.
- 8) Observations for appraisal purposes should be copied to the head teacher and other observations copied to Deputy Head teacher i/c staff development.
- 9) The observer should state the judgement on the agreed areas of foci using the criteria on the lesson observation proforma to support this process. Observation judgements are confidential to the observer, the teacher and the head teacher and also the Head of Faculty and the Deputy Head teacher i/c staff development. A teacher may request not to be informed of the judgements and in this case the judgement will just be centrally recorded by the observer.
- 10) The observer should also justify the overall lesson judgement by identifying what was outstanding about the lesson, what was good about the lesson and what requires improvement (these should be focused on raising the quality of teaching, the quality of progress and the quality of the behaviour for learning). A suggested staff development activity is an essential element to the process.
- 11) Staff disputing the feedback should contact the Deputy Head teacher i/c staff development in the first instance.
- 12) Any lesson judged to be inadequate should be referred to the Deputy Head teacher i/c staff development before feedback is given. Where appropriate an individual support plan will be put in place with short term targets to address the observed areas for development.
- 13) Lesson observation evidence may be used in both the informal and formal stages of capability procedures.
- 14) Staff undertaking formal lesson observations for the first time should have been given training in this area and have completed at least one paired observation with an experienced observer.

Evaluation:

Annually the learning from this activity will be summarised and published to all teaching staff and governors, as part of school self-evaluation.

Appendix 4- the Lesson Observation Pro forma

Edmonton County School Lesson Observation Summary Form			
Teacher:	Observer:	Date and time:	
Teaching group:	Subject: History	Number of pupils:	
Support staff or teaching assistants:			
Focus:	Context:		
<p><i>Observers should focus on the impact of teaching on pupils' progress. Notes should be evaluative rather than descriptive. The observer should also be looking for additional evidence to evaluate the impact that teaching has had on pupils' learning over time.</i></p>			
What was outstanding about the lesson:			
What was good about the lesson:			
What requires improvement:			
Suggested CPD activity to support improvements:	Even better if:		
Evidence of teaching promoting pupil's SMSC development:			
Lesson judgement:			
Outstanding	Good	Requires Improvement	Inadequate

The descriptions provided in this form give the typical features of a lesson in each category. Not every feature needs to be present for a lesson to be seen as meeting the criteria for a particular grade. This form should be used after deciding on a particular focus for the lesson observation.

Focus area	Outstanding	Good	Requires improvement NB: Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Inadequate
1. Use of assessment in planning TS2 TS6	Information from assessments is used to set tasks that are perfectly matched to pupils' prior attainment	Information from assessments is used to set tasks that are well-matched to pupils' prior attainment	Information from assessments is used to set tasks that are well-matched to the needs of the class	Information from assessments is not used in planning
Evidence and comments:				
2. Level of challenge TS2 TS5	The work is pitched at a level that is appropriate to the individual. It is challenging - success is only achievable if individual pupils work hard and try their very best. All individuals find the tasks demanding at their own level	Tasks are set at a level that is suitable for groups of pupils of similar abilities. Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed	Tasks are set at a level that is suitable for groups of pupils of similar abilities, although there may be individuals within the group who find the tasks a little too easy or too difficult. Such pupils are not given the support they need, or are not given more difficult tasks quickly enough, so their progress may stall	Tasks are not suitably matched to pupils' prior attainment, so more than the odd individual find the work too easy or too hard
Evidence and comments:				
3. Use of teaching assistants TS5 TS8	Teaching assistants (TAs) are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress	TAs provide suitable support for groups of pupils regardless of their aptitudes and needs. Such support helps them to achieve the objective of the lesson, but may miss opportunities to promote wider skills	TAs do not meet the needs of groups of pupils so that their learning is limited either by too much being done for them, rather than helping them to do the work for themselves, or too little support is provided.
Evidence and comments:				

4. Opportunities to develop reading, writing, maths and ICT skills TS3	The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT, but these are inconsistent in the longer term	The promotion of basic skills is ignored
Evidence and comments:				
5. Use of strategies and tasks to engage pupils TS1 TS4 TS7	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher	Pupils find the strategies and tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher	Pupils are bored by the strategies and tasks, and may become disruptive
Evidence and comments:				
6. Pace and depth of learning TS2 TS5	The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.	The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input. As a result, most pupils make better than expected progress.	The pace of learning is adequate throughout the lesson because the work is reasonably challenging. Pupils may have to wait with their hands up. All, or almost all, pupils make the progress expected of them but few do better than this.	The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class. As a result, progress is inadequate for pupils or groups of pupils.
Evidence and comments:				
7. Use of questioning TS5 TS6	Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure	Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure	Questioning provides a broad overview of pupils' understanding and ensures they are all listening	Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment
Evidence and comments:				

8. Assessment of learning during lessons TS2 TS6	The work for each individual pupil is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work	Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work	In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole	The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.
Evidence and comments:				
9. Marking and feedback to promote progress TS2 TS6	Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved. The teacher ensures that corrections are carried out and any missing work is completed	Marking is frequent and regular, providing pupils with guidance on how work can be improved. The teacher ensures that corrections are carried out and most missing work is completed.	Marking is encouraging and provides pupils with some guidance on how work can be improved. Some effort is made to ensure corrections are carried out and missing work completed, but this is not consistently applied	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved. There is no insistence that corrections are carried out or that any missing work is completed
Evidence and comments:				
10. Homework TS4	Homework is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson	Homework is used effectively to extend the learning	Homework is used to extend the learning	Homework is not set or is seen as a 'bolt on' with little relevance to the lesson
Evidence and comments:				
Further evidence and comments:				

Teachers' Standards 2012

1. Set high expectations which inspire, motivate and challenge

- 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 SEN; G&T; EAL; 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 of pupils' progress
- Use 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
- 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 CPD responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

**Edmonton County School
Lesson Observation Commentary Form**

Teacher:	Observer:	Date and time:
Teaching group:	Subject:	Number of pupils:

Support staff or teaching assistants:
*This form can be used during the lesson to use as you wish (for example: writing a running commentary, making brief notes, writing down questions to ask during feedback session)
The observer should also be looking for additional evidence to evaluate the impact that teaching has had on pupils' learning over time.*

Time	Notes

Appendix 5- the Mid-cycle review pro forma

Name of Teacher..... Name of Appraiser.....

OBJECTIVE	EXPECTED OUTCOMES/IMPACT How will you know if targets have been met? How will things be different in a year's time?	EVIDENCE	PROGRESS RATING (score of 1-10 where 10 is highest)
1.			
2.			
3.			

All documents should be passed to the teacher for checking within 5 working days of the mid-cycle review meeting.
Documents should then be forwarded to the Executive headteacher by

PROFESSIONAL DEVELOPMENT ACTIVITY UNDERTAKEN AND THE IMPACT (INCLUDING INSET DAYS)

HOW HAVE YOU DEVELOPED PERSONALLY THIS YEAR?

WHAT CONTRIBUTION HAVE YOU MADE TO THE DEVELOPMENT OF THE TEAMS IN WHICH YOU WORK AND WHAT HAS BEEN THE IMPACT?

Signed APPRAISER

Date

Signed TEACHER

Date

All documents should be passed to the teacher for checking within 5 working days of the mid-cycle review meeting.
Documents should then be forwarded to the Executive headteacher by

Appendix 6- criteria for review and progression

Standard	Evidence	Threshold	UPS2	UPS3
<p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>Evidence from lesson observations is of consistently high expectations and differentiation in practice.</p> <p>Evidence from planning shows effective use of support staff to enable children to make good progress and evidence of differentiation strategies being planned.</p> <p>The teacher's classroom should be a welcoming place with stimulating display materials used.</p>	<p>Evidence from lesson observations is of consistently high expectations and differentiation in practice. This should result in good progress evidenced from data. All lesson observations during the year are at least Good.</p> <p>Evidence from planning shows effective use of support staff to enable children to make good progress and evidence of differentiation strategies being planned. Resources are produced that are shared and used by others</p> <p>The teacher's classroom should be a welcoming place with stimulating display materials used. The teacher should be contributing to whole –school displays.</p>	<p>As at threshold but some lesson observations should be outstanding.</p> <p>There is increasing commitment to sharing and promoting good practice</p>	<p>As at UP2 but most lesson observations should be outstanding.</p> <p>There is increasing commitment to sharing and promoting good practice</p>
<p>2 Promote good progress and outcomes by pupils</p>	<p>Evidence from data windows and results from examinations shows that</p>	<p>Evidence from data windows and results from examinations shows that at</p>	<p>Evidence from data windows and results from</p>	<p>As at threshold but the expectation is that the majority make 4 levels of</p>

<ul style="list-style-type: none"> • 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. 	<p>at least 70% of students make (or on track to make) at least 3 levels of progress in the subject from KS2-4.</p> <p>The majority of pupils make at least 2/3 level of progress or grade each year.</p>	<p>least 80% of students make (or on track to make) at least 3 levels of progress in the subject from KS2-4.</p> <p>The majority of pupils make at least 2/3 level of progress or grade each year.</p>	<p>examinations shows that at least 90% of students make (or on track to make) at least 3 levels of progress in the subject from KS2-4.</p> <p>The majority of pupils make at least 2/3 level of progress or grade each year.</p>	<p>progress over the key stage.</p>
<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 	<p>Evidence from planning and lesson observation is of a teacher who knows the subject well and keeps up-to-date with developments.</p> <p>Teaching anticipates misconceptions and difficulties. Activities are structured accordingly.</p>	<p>Evidence from planning and lesson observation is of a teacher who knows the subject well and keeps up-to-date with developments.</p> <p>Teaching anticipates misconceptions and difficulties. Activities are structured accordingly.</p> <p>Standards of work are high-</p>	<p>Evidence from planning and lesson observation is of a teacher who knows the subject well and keeps up-to-date with developments.</p>	<p>The teacher is a subject and pedagogical expert who for example, is able to take responsibility for the supervision of student teachers and newly qualified teachers.</p>

<ul style="list-style-type: none"> • 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 	<p>Standards of work are high- the teacher emphasises the importance of correct use of English, subject vocabulary and mathematics.</p>	<p>the teacher emphasises the importance of correct use of English, subject vocabulary and mathematics.</p> <p>There is evidence of the teacher having shared practice with others to help them to improve.</p> <p>The teacher makes an appropriate contribution to the development of the scheme of work.</p>	<p>Teaching anticipates misconceptions and difficulties. Activities are structured accordingly.</p> <p>Standards of work are high- the teacher emphasises the importance of correct use of English, subject vocabulary and mathematics.</p> <p>There is evidence of the teacher having shared practice with others to help them to improve.</p> <p>The teacher leads on the development of a section of the scheme of work.</p>	
<p>4 Plan and teach well</p>	<p>Evidence from the</p>	<p>Evidence from the teacher's</p>	<p>Evidence from</p>	<p>As at UP2 but most</p>

<p>structured lessons</p> <ul style="list-style-type: none"> • 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). 	<p>teacher's planner or other sources demonstrates that the 5-part lesson template is used to plan interesting, engaging and well matched lessons.</p> <p>All lesson observations are at least Grade 3. There is evidence of the teacher responding to the feedback from previous lesson observations and cpd to improve practice.</p> <p>The teacher makes an appropriate contribution to the development of the scheme of work.</p> <p>Homework is set according to school policy.</p>	<p>planner or other sources demonstrates that the 5-part lesson template is used to plan interesting, engaging and well matched lessons.</p> <p>All lesson observations during the year are at least Good. There is evidence of the teacher responding to the feedback from previous lesson observations and cpd to improve practice. There is evidence of the teacher having shared practice with others to help them to improve.</p> <p>The teacher makes an appropriate contribution to the development of the scheme of work.</p> <p>Homework is set according to school policy.</p>	<p>the teacher's planner or other sources demonstrates that the 5-part lesson template is used to plan interesting, engaging and well matched lessons.</p> <p>All lesson observations, as at threshold but some lesson observations should be outstanding</p> <p>There is evidence of the teacher responding to the feedback from previous lesson observations and cpd to improve practice. There is evidence of the teacher having shared practice with</p>	<p>lesson observations should be outstanding.</p> <p>There is increasing commitment to sharing and promoting good practice</p> <p>The teacher is a subject and pedagogical expert who for example, is able to take responsibility for the supervision of student teachers and newly qualified teachers.</p>
--	--	--	--	---

			<p>others to help them to improve.</p> <p>The teacher leads on the development of a section of the scheme of work.</p> <p>Homework is set according to school policy.</p>	
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and 	<p>Evidence from planning is of lessons and sequences of lessons are planned with stretching learning outcomes. Teaching is planned to enable children to achieve.</p> <p>Activities are planned so that the class is able to work effectively taking into account the behaviour and ability profile of the class.</p> <p>The teacher knows the SEN profile of each class they teach and there is evidence in planning of these needs.</p> <p>Provision for pupils with</p>	<p>Evidence from planning is of lessons and sequences of lessons are planned with stretching learning outcomes. Teaching is planned to enable children to achieve.</p> <p>Activities are planned so that the class is able to work effectively taking into account the behaviour and ability profile of the class.</p> <p>The teacher knows the SEN profile of each class they teach and there is evidence in planning of these needs.</p> <p>Provision for pupils with SEN is appropriate and progress is at least as good for pupils</p>	<p>As Threshold but the progress is good overall</p>	<p>As threshold but progress of students with SEN is good or outstanding.</p>

<p>intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <ul style="list-style-type: none"> • 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. 	<p>SEN is appropriate and progress is at least as good for pupils with SEN as other students.</p>	<p>with SEN as other students.</p>		
<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative 	<p>The teacher marks and assesses work according to the school policy.</p> <p>Accurate records are kept</p> <p>Assessment data is used to inform planning.</p> <p>Assessment data is communicated as per school policy. Comments on Profiles are</p>	<p>The teacher marks and assesses work according to the school policy.</p> <p>Accurate records are kept</p> <p>There is evidence of assessment data being used to inform planning and this is observed in classroom practice. The teacher contributes to the</p>	<p>As threshold</p>	<p>As threshold</p>

<p>and summative assessment to secure pupils' progress</p> <ul style="list-style-type: none"> • 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. 	<p>personalised to the targets the teacher sets for the pupil.</p> <p>All pupils know what their targets, how they are doing and what they need to do to improve.</p>	<p>development of assessment in the faculty or subject.</p> <p>Assessment data is communicated as per school policy. Comments on Profiles are personalised to the targets the teacher sets for the pupil.</p> <p>All pupils know what their targets, how they are doing and what they need to do to improve.</p>		
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for 	<p>The classrooms display the school policy on behaviour</p> <p>The teacher fulfils the demands of the behaviour management policy</p> <p>There is evidence of the teacher contributing to the maintenance of good order through good classroom practice both as a subject teacher and tutor (where allocated to a tutor group).</p>	<p>The classrooms display the school policy on behaviour</p> <p>The teacher fulfils the demands of the behaviour management policy</p> <p>There is evidence of the teacher contributing to the maintenance of good order through good classroom practice both as a subject teacher and tutor (where allocated to a tutor group).</p> <p>There is evidence of teaching strategies being used skilfully to enable children to overcome barriers to</p>	<p>As threshold, but the teacher is able to support other teachers and provide leadership in the school for managing students at break time, assemblies, school trips etc.</p>	<p>As UPS2</p>

<p>discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <ul style="list-style-type: none"> • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 		<p>learning. The classroom is a purposeful place with high standards of behaviour, uniform and conduct being evident.</p>		
<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff 	<p>The teacher engages and makes a contribution to the teams to which they are allocated.</p> <p>The teacher contributes to the wider life of the school through participation in extracurricular activities, enrichment days, trips etc.</p> <p>There is evidence of having responded to cpd.</p>	<p>The teacher engages and makes a significant contribution to the teams to which they are allocated.</p> <p>The teacher contributes to the wider life of the school through organisation of extracurricular activities, enrichment days, trips etc.</p> <p>There is evidence of having responded to cpd and sharing practice with others.</p>	<p>The teacher engages and makes a significant contribution to the teams to which they are allocated.</p> <p>The teacher contributes to the wider life of the school through organisation and leadership of</p>	<p>As UPS 2 but this is sustained and significant.</p>

<p>effectively</p> <ul style="list-style-type: none"> • 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. 			<p>extracurricular activities, enrichment days, trips etc.</p> <p>There is evidence of having responded to cpd and sharing practice with others.</p>	
---	--	--	--	--

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.

All teachers should be able to provide evidence of their personal and professional conduct.