The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By

Working Together  
Sustaining Excellence

Transforming Learning

Performance Appraisal and Capability Issues Policy 2017



#### 

In the development of this policy consideration has been given to the impact on protected characteristics under the Equality Act and the work life balance of employees.

Please also refer to Department for Education: Teachers Standards Policy for Appraising Performance and

Dealing with Capability Issues for All School Staff

The Trustees will review this policy annually following consultation with the staff to which appraisal applies.

1. Definitions

1.1 The term “Head teacher or Head of School” also refers, where appropriate, to any other title used to identify the Head teacher.

1.2 The term “employee” refers to any member of the school staff employed to work solely at the school.

1.3 The term “senior manager” refers to any member of the School Leadership Team, as defined by the School Teachers’ Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Head of School to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.

1.4 If the Head of School, following consultation with the Chair of Directors/Executive Headteacher, considers that there is no senior manager to whom s/he can reasonably delegate a specific capability matter then the Head of School will take the role of the senior manager for that specific case and the role of the “Head teacher” under this procedure will be performed by the Executive Headteacher or a “Disciplinary Committee” consisting of not less than 3 Directors, (except in circumstances provided for in the Secretary of State’s guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.

1.5 The role of the Head of School will be taken by appropriate Directors/Executive Head Teacher as indicated where the appraisal and or capability being reviewed is that of the Head of School/Executive Headteacher.

1.6 **“Lack of capability" is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.**

2. Purpose

2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees covered by the appraisal policy and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the standards expected of employees in their respective roles. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

2.2 This policy does not form part of any employee’s contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

3. Application of the policy

The policy is in two separate sections.

**Part A of the policy, which covers appraisal, applies to the Executive Headteacher, Head of School and to all teachers and all support staff employed by the school, except those on contracts of less than one term, those teachers undergoing induction *(ie NQTs),* those support staff subject to a probationary periodand those have been transferred to Part B of the policy.**

Part B of the policy, which sets out the formal capability procedure, applies to all employees of the school (including the Executive headteacher or Head of School). Concerns about the employee’s performance will have been identified by the appraisal process and which it has been unable to address.

**Part A Appraisal**

The appraisal policy across our Academy will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.

1. The appraisal period

1.1 **The teacher appraisal period will run for twelve months** from September to *September.*

1.2 Employees 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 review period will be determined by the duration of their contract**.

1.3 Employees will not normally be dismissed for performance reasons without previous warnings. [However, in serious cases of gross negligence, or in any case involving an employee who has not yet completed their probationary period, dismissal without previous warnings may be appropriate].

2. Appointing appraisers

2.1 **The Executive head teacher will be appraised by the Academy Trust Board, supported by a** suitably skilled and/or experienced **external adviser who has been appointed by the Trust for that purpose**.

2.2 The task of appraising the Head teacher/Head of school, including the setting of objectives, will be delegated to a sub-group consisting of threemembers of the Trust. **The head teacher /head of school will be appraised by the Executive Headteacher and Chair/Vice Chair of Governors, supported by a** suitably skilled and/or experienced **external adviser who has been appointed by the Trust for that purpose**

2.3 The Executive head teacher, in consultation with the Head of School, will decide who will appraise other employees covered by the policy.

3. Setting objectives

3.1 **The Executive head teacher/Head teacher/Head of School’s objectives will be set by the Trustees (this will involve consultation with an external adviser).**

3.2 **Objectives for each employee covered by the policy will be set before, or as soon as practicable after, the start of each appraisal period.** The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee’s role and level of experience. The appraiser and employee 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.

3.3 **The objectives set for each employee will, if achieved, contribute to the school’s plans for improving the school’s educational provision and performance and improving the educational opportunities of pupils at that school.**  This will be ensured by quality assuring all objectives against the school improvement plan.

4. Overall Performance of Teachers

4.1 **Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher’s performance in that appraisal period will be assessed.** *Each teacher will be assessed against the set of standards contained in the document called “Teachers’ Standards” published in May 2012 and any subsequent amendment thereof.*

4.2 *The Executive head teacher, Head teacher/Head of School (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.*

**The Performance Management/Appraisal Cycle**

|  |  |  |
| --- | --- | --- |
|  |  | Monitoring and Supporting   * Monitoring of performance throughout the cycle (Teaching and Learning Reviews: Pupil Progress Meetings. Terms 2,4,6) * Provision of agreed support - CPD * Evidence collection – including lesson observation * Ongoing professional dialogue |
| **Planning**   * Objectives set including explicit reference to Teachers’ Standards/post threshold statements * Classroom observation and evidence collection agreed * Performance criteria for the above set – linked to pay progression * Support, training and development agreed * Timescales agreed | **Key Aspects of Appraisal**   1. Planning Meeting 2. Classroom observations and other forms of monitoring 3. Roles and responsibilities 4. Process and timings 5. Review and the link to pay |  |
|  | **Reviewing**   * Overall assessment of individual’s progress against the performance criteria and Teachers Standards/post threshold statements * Recommendation for pay progression made for eligible teachers |  |

**At the planning meeting** at the start of the cycle; objectives, classroom observation and its focus, any other evidence, support/development to be provided, timescales and performance measures/criteria against which progress will be judged at the end of the cycle, must be discussed and recorded – reflecting any pay progression criteria for eligible teachers**.**

**The Planning Meeting – the reviewer and reviewee meet to consider:**

* The reviewee’s objectives
* The New Teacher Standards / Post Threshold Statements
* Arrangements for observing reviewee’s performance in the classroom
* Any other evidence to be taken into account in assessing performance
* The performance criteria for the above
* Timescales for achievement of the objectives and within which support will be provided
* Reviewee’s training, support and development needs and actions to be taken to address them

**The Planning Meeting – Reviewers will need to consider**

* Teachers’ Standards / Post threshold criteria
* Any relevant whole-school or team objectives specified in the School Improvement Documentation
* The reviewee’s job description
* Any relevant pay progression criteria
* The reviewee’s professional aspirations
* How to reflect the reviewee’s need for a satisfactory worklife balance

**Objective Setting -** Objectives should:

* Contribute to the school improvement plan and pupil progress
* Be determined with regard to:
  + The Teachers’ Standards / Post Threshold Criteria
  + the reviewee’s job description
  + relevant pay progression criteria for eligible teachers
  + relevant whole school objectives
  + a satisfactory worklife balance
  + the reviewee’s professional aspirations

5. Reviewing performance

5.1 Observation

5.1.1 This school believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing 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.

5.1.2 All observation will be carried out in a supportive fashion.   
Please refer to our Classroom Observation Protocol – below

5.1.3 Teachers’ performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.

5.1.4 Classroom observation of teachers will be carried out **by teachers with QTS**

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

5.2 Support staff

5.2.1 Support staff appraisal will focus on the job description of the employee and the expected standards of performance will be made clear by the appraiser.

6. Drop Ins

6.1 In addition to formal observation, the Executive Headteacher/Headteacher/Head of School 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. The length and frequency of “drop in” observations will vary depending on specific circumstances.

**CLASSROOM OBSERVATION PROTOCOL**

The Academy Trustees are committed to ensuring that classroom observation is an entitlement, 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;
* respect the confidentiality of the information gained.

**Protocol – please also refer to Appendix**

1. Notification of formal lesson observations will be at least 2 days in advance.   
   In addition to formal observation, the Executive Headteacher/Headteacher/Head of School 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. The length and frequency of “drop in” observations will vary depending on specific circumstances.
2. Lesson plan produced in advance of the formal lesson observed
3. Lesson observed
4. Verbal feedback within 48 hours.
5. Written feedback to teacher (and Headteacher/Head of School) within five days, signed and dated.   
   This information will update the Teacher Profile.

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.

Although classroom observation is undertaken for this specific purpose, other information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school’s commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. This triangulation process includes regularly looking at pupil’s work – work sample analysis, planning scrutiny, interrogation of data, pupil interviews and routinely looking at the quality of teaching through formal and informal monitoring of lessons.

Classroom observations will only be undertaken by persons with QTS.

In our school classroom observations will only be undertaken by those who have been trained in classroom observation and in the provision of constructive supportive feedback in the context of professional dialogue between colleagues.

Verbal feedback will be given as soon as possible after the observation and always within 48 hours of the observation taking place. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and school policy.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

In our Academy, Executive Headteacher/Headteacher/Head of School will seek to discharge their responsibility for monitoring the quality of teaching and learning primarily through the planned classroom observations. Should the Head of School consider drop-ins to be necessary they will be carried out by members of the School Leadership Team.

7. Development and support

7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.

7.2 Teachers professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

8. Feedback

8.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an 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.

8.2 Where there are concerns about any aspects of the employee’s performance the appraiser will meet with the employee to:

* give clear feedback about the areas of concern.
* give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance and identify any training needs/support needed (e.g coaching, monitoring, structured observation).
* clarify the required standards and agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
* make clear how, and by when, the appraiser will review progress.
* if it is appropriate to revise objectives, it will be necessary to allow sufficient time for improvement.
* the amount of time will reflect the seriousness of the concerns; explain the implications and process if no, or insufficient, improvement is made.

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

8.4 The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee. (See 13.4 below). If required, this will inform any decision on transition to the capability procedure.

9. Transition to capability

9.1 If the appraiser, is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The employee will be invited to a formal capability meeting.

The capability procedures will be conducted as in part B of this policy.

10. Annual assessment

10.1 **The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.**

10.2 **In assessing the performance of the Executive head teacher/Headteacher/Head of School, the Governing Body will consult an external adviser.**

* 1. 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 a term.
  2. **The employee 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.**
  3. Teachers will receive their written appraisal reports by 31 October (31 December for the Executive Head Teacher/ Headteacher/Head of School and support staff).
  4. The appraisal report will include:

details of the employee’s objectives for the appraisal period in question;

**an assessment of the employee’s performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards.**

**an assessment of the employee’s training and development needs and identification of any action that should be taken to address them.** The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

**a recommendation on pay where that is relevant.** Pay recommendations will be made by 31 December for head teachers, by 31 October for other teachers, and by 31 October for support staff.

Pay recommendations will be based on: **an assessment of the employee’s performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards; Pay progression will also take into account Quality of teaching, Quality of Planning, Preparation and Assessment.**

**Part B - Capability Procedure**

1. Formal Capability Meeting

1.1 This procedure applies only to employees about whose performance there are serious concerns that the appraisal process has been unable to address. If under Part A above an employee’s performance, who is covered by Part A, is not wholly satisfactory, the senior manager, or other person with line management responsibility for the employee, will invite the employee to a formal capability meeting to discuss with the employee the identified poor performance as specifically as possible.

1.2 The Headteacher/Head of School or senior manager will write to the employee at least 5 working days in advance to inform him/her about:

a) the date, time and place of the meeting.

b) the basic details of the concerns about the employee’s performance

c) the employee’s right to be accompanied by a representative of his/her trade union or a workplace colleague of his/her choice

d) the titles of enclosed copies of any documents to be used at the meeting.

1. names of any witnesses to be called
2. his/her right to call witnesses on his/her behalf.
3. The name and office of any adviser who will accompany the senior manager at the meeting.

An extra copy, together with any enclosures, will be provided for his/her companion.

* 1. This meeting is intended to establish the facts. It will be conducted by the Headteacher/Head of School or a senior manager delegated by the head of school (or the Executive Headteacher/Chair of Trustees for the Executive/Head of school)*.*  The meeting will allow the employee to respond to concerns about his/her performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

1.4 The Headteacher/Head of School or senior manager may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end.

1.5 The Headteacher/Head of School or senior manager may also adjourn the meeting if it is decided that further investigation is needed, or that more time is needed in which to consider any additional information. In other cases, the meeting will continue.

1.6 During the meeting, or any other meeting which could lead to a formal warning being issued, the Headteacher/Head of School or senior manager will:

* In the case of a teacher, identify the poor performance, including which of the standards expected of the teacher is not being met.
* Ensure the employee is given an opportunity to ask questions, present evidence, call witnesses, respond to evidence and make representations.
* Establish the likely causes of poor performance including any reasons why any measures taken so far have not led to the required improvement.
* Give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures which may include the setting of new objectives focused on the specific area/s of poor performance that need to be addressed. It will include any success criteria that are appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made.
* Identify whether there are further measures which may improve performance and explain any support that will be considered and planned to help the employee, e.g. in-service training, visits to other schools, discussion with appropriate colleagues or professionals.
* Set out the timetable for improvement and explain how performance will be monitored and reviewed.
* The timetable will depend on the circumstances of the individual case but will be reasonable and proportionate, between four and ten weeks in normal circumstances, and will provide sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required, and sufficient time to establish whether performance has improved; and
* Warn the employee formally that failure to improve within the set period could lead to a final written warning, which could then lead to his/her dismissal.
* Inform the employee of the right of appeal.
* Agree with the employee and any companion the date of the formal review meeting.

1.7 Notes will be taken of formal meetings and a copy sent to the employee and any companion. Where a first warning is issued, the employee will be informed in writing of the matters discussed in 1.6 above. S/he will also be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale) may result in a final written warning which could then lead to dismissal if **wholly satisfactory performance** is not achieved, together with the time limit for appealing against the first written warning.

* 1. If the concerns relate to a lack of capability that poses a risk to the health, safety or well-being of children, or is likely to result in serious damage to pupils’ education, the shorter timescale may be appropriate. In such cases, Head of School or the senior manager may exceptionally decide to issue a first and final written warning. If to do otherwise would expose students to serious risk in terms of their health, safety, well-being or educational prospects.

2. Sickness absence and the use of this procedure

2.1 It is important that sickness absence should not delay or avoid the use of formal capability procedures. It is in the interests of all parties to address concerns about performance without undue delay. Arrangements will normally be made to seek medical advice from an occupational health adviser to assess the employee’s health and fitness for continued employment at the school.

2.2 Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee’s working arrangements, including changing the employee’s duties or providing additional equipment or training. We may also consider making adjustments to this procedure in appropriate cases e.g moving from this procedure to procedures used by the school to terminate the employment of the employee on the grounds of ill health.

* 1. If an employee’s medical condition is not serious enough to warrant a consideration of termination of employment on the grounds of ill health, the occupational health adviser will normally be asked to assess whether an employee absent through sickness is fit enough to attend a meeting under this procedure. In the event that the employee is deemed not fit to attend a formal capability meeting s/he may present a written submission for consideration and/or be represented by a companion in her/his absence.

3. Monitoring and review period following a formal capability meeting

3.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. Following this monitoring and review period, the employee will be invited to a formal review meeting (see paragraph 4 below), unless s/he had been issued with a final written warning, in which case s/he will be invited to a decision meeting (see paragraph 6 below).

4. Formal review meeting

4.1 At least [5] working days before the date for the formal review meeting a written reminder will be given to the employee together with details of the meeting as set out in paragraph 1.2 above.

4.2 The formal review meeting will follow a similar procedure to that identified for the formal capability meeting as set out in paragraph 1.6 above.

4.3 If the senior manager (Chair of Trustees for the Executive Head teacher) is satisfied that the employee has made sufficient improvement, the formal capability procedure will cease and the appraisal process will re-start where the employee is subject to Part A above.

4.4 In cases:

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

4.5 Notes will be taken at the formal review meeting and a copy will be sent to the employee and any companion.

4.6 Where a final warning is issued, the employee will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and will be given information about the further monitoring and review period and the procedure and time limits for appealing against the final written warning. The date the decision meeting will be agreed with the employee and any companion.

4.7 At this stage, rather than refer the matter to a decision meeting, consideration could be given to the employee being given a different range of duties or an alternative post. By agreement, this may include transfer to a post suited to the employee’s capabilities. If this post were at a lower salary level, the substantive lower salary would apply.

5. Right of Appeal against a formal written warning

5.1 If an employee feels that a decision to issue a first and/or final written warning,is wrong or unjust, s/he may appeal in writing against the decision

5.2 Appeals against a written warning shall be restricted to considering the reasonableness of the decision made by the senior manager, any relevant new evidence not previously available to the senior manager or any procedural irregularities. A statement giving the reasons for the appeal should be submitted to the Clerk to the Governors within 5 working days of the formal written warning having been received.

5.3 All appeal hearings will be held as soon as possible after receipt of the appeal at an agreed time and place.

5.4 The appeal will be heard by an Appeals Panel of Directors. The number of Directors on the Appeals Panel will not be less than two. The panel may be advised by a person engaged for the purpose by the Trust Board. The panel can either confirm the warning, reduce a final warning to a warning, or cancel the warning. The employee will be informed in writing of the results of the appeal hearing as soon as possible.

5.5 The same arrangements for notification and the right to be accompanied by a companion will apply for an appeal hearing as for the formal capability and review meetings and, as with those meetings, notes will be taken and a copy sent to the employee and any companion.

5.6 Pending any appeal the employee will be expected to continue to work in accordance with targets set for the next stage of the procedure and his/her progress towards the achievement of these targets may be monitored during this period.

6. Decision meeting

6.1 At least 10 working days before the date of the decision meeting a reminder will be given in writing together with details of the meeting as in paragraph 1.2 above. The meeting will be conducted by the Executive Head teacher (Trustee Panel for the Executive Head teacher).

6.2 If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start where the employee is subject to Part A above.

6.3 If progress has been made and there is confidence that wholly satisfactory performance will be achieved by a short extension, it may be appropriate to extend the monitoring and review period rather than to dismiss. The final written warning will be extended for a short specified assessment period.

6.4 If performance has remained unsatisfactory, a decision will be made that the employee will be dismissed. The employee will be informed in writing as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and whether the notice is to be served or there will be pay in lieu of notice, and the right of appeal.

7. Right of Appeal against a decision to dismiss

* 1. The employee has a right of appeal to the Appeals Committee of the Academy against a decision to dismiss.
  2. The Appeals Committee shall consist of at least 3 Trustees, none of whom will have had any previous involvement in the case.

7.3 The employee's notice of appeal should be sent to the Clerk to the Governors within 5 working days of receipt of the written decision to dismiss, setting out the grounds of appeal.

7.4 Appeal hearings should be held as soon as possible after receipt of the appeal and will be conducted in the same way as appeals referred to in paragraph 5 above.

8. Notice of Dismissal

* 1. Following a decision to dismiss, the Academy Trust Board will notify **the Local Authority */Diocese*** in writing that the employee is to be dismissed, whether with notice or with pay in lieu of notice in accordance with the decision of the Executive Head teacher (or Disciplinary Committee).

8.2 In the event that the Appeal Committee of the Trustees decides not to uphold the decision to dismiss, the Local Authority/Diocese shall be informed immediately and the notice of dismissal shall be immediately withdrawn.

9. Grievances arising during the procedure

* 1. Where an employee has a grievance against the way the senior manager has conducted the procedure this will normally be dealt with under the appeals process set out above. However, in very exceptional circumstances, where the behaviour of the senior manager is the cause of the grievance, it may be appropriate to suspend this procedure for a short period until the grievance has been considered

10. Trade Union Officials

10.1 Although normal performance standards must apply to an employee who is a lay trade union official, no disciplinary action, beyond an informal oral warning will be taken until the circumstances of the case have been discussed with the relevant professional trade union officer.

11. Confidentiality

11.1 Our aim is to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to this capability procedure.

11.2 The employee, and anyone accompanying the employee (including witnesses), must not make electronic recordings of any meetings or hearings conducted under this procedure. Failure to observe confidentiality could be a reason for disciplinary action under the school’s disciplinary procedure.

Monitoring and Evaluation Protocols Appendix 1

|  |  |
| --- | --- |
| Strategies | Observations/ Comments |
| Lesson Observations:  Observers should ensure:   1. Feedback to staff should be given within 48 working hours of an observation 2. Observed staff know they have a right to appeal against a conclusion to their Headteacher/Head of School 3. Documentation is given to the member of staff observed and the Headteacher/Head of School after an observation.   Staff being observed should:   1. Submit a lesson plan for the observer 2. Be prepared to show assessment information, pupil targets and tracking evidence if required 3. Supply information about the SEN and G & T requirements of particular children if required |  |
| Learning Walks:  The member of staff carrying out the Learning Walk should ensure that:   1. A copy of the Learning Walk evaluation proforma is completed and copies given to the Headteacher/Head of School for each class visited. This information will also be recorded on Teacher Profiles. |  |
| Pupil Work Scrutiny:  The member of staff carrying out the scrutiny should ensure the following:   1. A selection of no more than 12 books or folders across the ability range to be requested. 2. Staff be given 24 hours’ notice before collection. 3. Books and folders should be returned within 48 hours of collection. 4. A copy of conclusions be given to the Headteacher/Head of School |  |
| Pupil Progress Meetings/Teaching and Learning Reviews:  The member of staff carrying out the pupil progress meeting should ensure:   1. Teachers are given at least 24 hours’ notice before a progress meeting takes place. 2. Documents needed for the meeting are to be requested at least 24 hours prior to the meeting. 3. Pupil progress meetings to take place outside normal teaching hours. |  |
| Pupil Interviews:  The member of staff carrying out the pupil interviews should ensure the following:   1. A selection of no more than 6 pupils be assembled. 2. Pupils should not be allowed to make personal comments about staff. 3. Completed documentation is copied to the subject leader and Headteacher. |  |

EXAMPLE Appraisal

STRICTLY CONFIDENTIAL

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Progress towards targets 201-/-- | | | | | |
| **Name:**  **Reviewer:**  **Date:** | | | | | |
| **Pupil Progress:**  **Whole School:**  **Personal:** | | | | | |
| **JOB DESCRIPTION REVIEW:**  **MPS UPS**  **Safeguarding Policy Review:** | **MPS: 1, 2, 3, 4, 5, 6** | **UPS1** | **UPS2** | **TLR** | **LPS** |
| **Pay Eligibility** | **Yes** | **No** | **N/A** |  |  |
| **Recommendation for Pay Progression  (if applicable)** | **Yes** | **No** | **N/A** |  |  |
| **Additional Comments:**  **CPD:** | | | | | |

APPRAISAL

STRICTLY CONFIDENTIAL

**Name:**

**Date:**

|  |
| --- |
| **Appraisal Objectives including success criteria 201-/--**  **PUPIL PROGRESS**  **WHOLE SCHOOL**  **LEADERSHIP: OR NICE / EPIC LEARNING Self evaluation BAD**  Eligibility for pay progression at the end of this Performance Management cycle:  **Yes No**  Signed:  Date:  Signed:  Date: |

**Evidence to enable staff to meet the Teachers’ Standards 201-/--: Monitoring Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activities | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Pupil Progress Meetings  Teaching and Learning Review | Setting of appraisal targets | ✓ | ✓ | ✓ | ✓ | ✓ |
| Subject Leadership/ Coordination (refer to monitoring schedule) |  | ✓ Actions Impact Next Steps |  | ✓ Actions Impact Next Steps |  | ✓ Actions Impact Next Steps |
| Provision Maps |  | ✓ |  | ✓ |  | ✓ |
| Formal Observations |  | ✓ INSTEAD | ✓ Lesson observation | ✓ INSTEAD | ✓ Lesson observation |  |
| Learning walks/  Drop ins | ✓ HT Monitoring morning | ✓ HT Monitoring morning | ✓ | ✓ | ✓ |  |
| Planning scrutiny | ✓ Curriculum LTP MTP  English | ✓ Curriculum MTP  Maths | ✓ Curriculum MTP  English | ✓ Curriculum MTP  Maths | ✓ Curriculum MTP | ✓ Curriculum MTP |
| Work sample analysis  Book Looks | ✓ Writing & Maths (x3) | ✓ Writing & Maths (x3)  Reading records | ✓ Science, RE (x3) | ✓ History  Geography (x3) | ✓ Writing & Maths (x3) | ✓ Writing & Maths (x3) |
| MODERATION and Tracking | ✓ R, W, M | ✓ R, W, M | ✓ Science | ✓ History Geography | ✓ R, W, M | ✓ R, W, M |
| Assessments | Please refer to the Assessment Calendar | | | | | |

**CPD, Succession Planning and Talent Management Plan 201-/--**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Work experience  Apprenticeships | Support Staff | ITT | NQT | Early Career Teachers | Teachers | Subject Leadership including SENCO | Middle Leadership | Senior Leadership/ Head of School | System Leadership |
| Safeguarding Training – Designated Teacher Training and whole school updates.  Update Behaviour management policy - Annual  First Aid - Annual updates  Appraisal – Performance Management  PREVENT Training for all staff | | | | | | | | | |
| Mentor Support  Apprenticeships  Sports: Loughborough University | EPM: Personnel and Finance network meetings: Termly  Teaching Assistant Training  - Teacher Day 2016: Jane Considine: Inspiring Writing: Transforming the teaching of writing – writing at depth  - EYFS Julie Fisher – Interacting or interfering: the role of the adult in early learning  - TA2 TA3 Support for accreditation  - Support for HLTA accreditation  Access to Teaching Assistants INSET Link to Teaching School CPD Programme  Lesson Study for TAs  RWI Leson Study  5 Ps – pace, purpose, positivity, progression, participation  Microsoft 365 Training  Teaching assistants can attend any staff meeting following discussion with the Head of School  Intervention Training:  Clued up for Grammar,  Lost island of Caroo,  Rapid Maths,  Target Setting,  Phonics and early reading  Support from Language and Literacy Consultant  PEER TUTORING  Exceptional Teaching Assistants Programme | Teach Direct  Induction Programme  School Mentor | NQT Induction Programme  Mentor  Coach  INSET Creating a Positive Learning Climate  INSET Planning for Effective Learning – Securing Visible Progress  INSET Stretch though Challenge: Differentiating Success Criteria  INSET Phonics / Early Reading  INSET Questioning and Thinking Skills  INSET Effective use of ICT  Grammar training | PLEASE REFER TO T&L ACTION PLAN  - Teacher Day Jane Considine: Inspiring Writing: Transforming the teaching of writing – writing at depth  - EYFS Julie Fisher – Interacting or interfering: the role of the adult in early learning  Appraisal  Moderation – assessment in reading, writing and maths  Gallup – strengths based coaching: Bespoke and personalized  Assessment – data analysis training  INSET Full implementation of the new National Curriculum and updated Assessment procedures - Create Long Term Planning Themes and Contexts for Learning - Construct Medium Term Planning Structures – using the schools planning and assessment tools to identify Aspects of Learning and Key Objectives  - Develop teaching sequences/strategies/activities that will enable pupils to make and demonstrate visible progress towards key objectives  - Design opportunities for  DEPTH and MASTERY LEARNING  Access to Excellent Teaching – Outstanding Learning Programme  Access to Excellent MATHS Teaching – Outstanding MATHS Learning  (Rolling programme – depending upon finance)  MATHS HUB Training  What are the key elements of outstanding learning? Visible progress. Explore the difference between evaluation and description of teaching. Video extracts.  Lesson Study/Peer Coaching  Deep and Mastery Learning Deepen mathematical subject and pedagogical knowledge, improve planning / assessment skills   * **Peer coaching – supporting colleagues in their teaching of mathematics/literacy;** * **Access to recent research into effective maths/literacy teaching**   Demonstration lessons  Coaching sessions  Literacy and Language Support (S&L Consultant) Coaching and Mentoring  Being Pitch Perfect - Teaching for Depth and Mastery Progression lines and target getting  Mastery level developmental questioning  Planning and moderation coaching in school and across the MAT  Teachers new to … Year Group  Lesson Study. Staff self evaluation/video review of own performance  TEACHING DEVELOPMENT PROGRAMME  Using BASIC Skills across the curriculum: Maths/Writing  Planning a teaching sequence:  The clarity and focus of lesson objectives – Being Pitch Perfect  The visibility of progress – what to look for…  Enrich Maths INSET  Creative maths across the curriculum  Assessment exemplification materials for each subject area – Termly MODERATION Activities  How would you know that progress is being made in your lessons and teaching sequences? Evidence/Recorded work/Non Recorded work/Tracker. Positive/negative of each aspect. Video and feedback session  The teacher and Learning:  A great L2L teacher...  Introduce the new L2L Programme of Study/Enrichment Programme for 2014/15 and resources  Teacher exchange programme – MAT and RLT  IT Training – coding with Mr PEnd of Key Stage Grammar Training | | Access to Excellent SUBJECT LEADERSHIP  (Rolling programme – depending upon finance)  Coaching and Mentor SLE / HOS involvement  How well do pupils achieve?  • What is the quality of provision?  • How is achievement improving?  • Progress criteria  • Assessment support  • Creating a subject leader evaluation report.  Differentiating for Depth and Mastery  Access to: Pathways to Leadership NCTL 2 day  The art of being brilliant Inspirational leadership Coaching and Mentoring Learning goals and personal development  Lesson Observation Training  SENCO Accreditation  SENCO Networks  Staff have access to Leadership Team Meetings across the MAT: Maths, EYFS, Inclusion, English, PE, Assessment / Moderation  Training for subject leaders – RG ML lead  Moderation (EVERY TERM) – Moderation related to NEW assessment criteria. Reading, writing and maths to start with – ensure reliability and validity of judgments. Teacher judgments informed by standardised, norm referenced tests.  Using Maths/Literacy Progression Line – can we design some Deep learning activities?  Membership to Rutland School Sports Partnership Programme  Clarity and Creativity in the New Primary National Curriculum  How to observe a lesson:  Looking for Visible Progress  Regional Literacy and Mathematics Conferences  Networks for:  English, IT, Maths, ECT, TAs. | How to observe a lesson:  Looking for Visible Progress and DEEP Learning.  Support for SLE Applications and national training for identified staff  Coaching and mentoring  NPQML/SL Support  Involvement in INSTEAD / OFSTED Health Checks  Rutland Teaching School Alliance  Primary Director of CPD  Opportunities to support other schools  SSAT: Developing Leaders for Tomorrow    Aspirant Heads Programme  Gallup – strengths based coaching: Bospoke and personalized | Weekly HOS meetings – coaching and mentoring support  Bespoke Personal Coaching GALLUP    NPQH  RLT Quality of Teaching evaluation framework  Improving the quality of teaching over time.  VIDEO and lesson observations.  Head Teacher Briefings: Rutland County Council  Lesson Observation Training – Securing visible progress linked to OFSTED New Criteria | OFSTED  Training linked to National Leader in Education Training Roles  Support for Masters in Education  Bespoke Personal Coaching GALLUP  Support for NLE LLE Applications  NCTL: Systems Leaders Courses  CEO / Deputy CEO Training – Residential  NLE Induction Training |

**Teacher Profile 201-**

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson Observations | | | | |
| Date |  |  |  |  |
| Subject(s) |  |  |  |  |
| Areas of Strength |  |  |  |  |
| Areas to be developed |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Work Sample Analysis – Book Scrutiny | | | | | | |
| Date |  |  |  |  |  |  |
| Subject(s) |  |  |  |  |  |  |
| Areas of Strength |  |  |  |  |  |  |
| Areas to be developed |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Planning Scrutiny – Long, Medium, Short | | | | | | |
| Date |  |  |  |  |  |  |
| Subject(s) |  |  |  |  |  |  |
| Areas of Strength |  |  |  |  |  |  |
| Areas to be developed |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Walk/Pupil Interviews | | | | | | |
| Date |  |  |  |  |  |  |
| Focus |  |  |  |  |  |  |
| Subject |  |  |  |  |  |  |
| Comment |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pupil Progress Meetings | | | | |
| Date |  |  |  |  |
| Key Actions  READING |  |  |  |  |
| Key Actions  WRITING GPAS |  |  |  |  |
| Key Actions  MATHS |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Leadership area: | | |
| Action | Impact | Next Steps |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| Leadership area: | | |
| Action | Impact | Next Steps |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| CPD Opportunities | | |
| Training/Coaching/Courses | Impact | Next Steps |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| Date | Feedback – Compliments and Comments |
|  |  |

**To be given out prior to the meeting**

**Appraisal – Review Form 201-/--**

**STRICTLY CONFIDENTIAL**

Name:

Reviewer:

Date:

|  |  |
| --- | --- |
| **Progress towards objectives** | |
| **Self Evaluation** | **School Evaluation** |
| **Pupil Progress:**  **Whole School:**  **Personal:** | **Pupil Progress:**  **Whole School:**  **Personal:** |
| **Teacher’ Standards – Teaching**  **A teacher must:** | **Self Evaluation  Evidence / Comments** |
| **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 ofsystematic 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 |  |
| **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. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Threshold Teachers UPS**  Post Threshold Teachers should meet the following post-threshold standards in addition to the Teaching Standards. Post threshold teachers play a critical role in the life of the school. They should provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They must take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.  To achieve progression, the School Teachers Pay and Conditions Document (STPCD) requires that the achievements of post–threshold teachers and their contribution to school(s) should be **substantial and sustained**.  “*Progression on UPS should be based on two successful consecutive appraisal reviews – including highly competent performance which is not only good but good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice.”* ***DfE Departmental Advice April 2013***  **ACCESS TO THE TEACHERS’ UPPER PAY RANGE**    Any qualified teacher who has made substantial progress towards the maximum of the main classroom teachers’ scale may apply to the headteacherto be paid on the Upper Pay Range. An application may only be made once in an Academic year and must be made by 30th September. Our Academy will not be bound by pay decisions made by other schools.  A successful applicant will have demonstrated:   * That as a teacher s/he is highly competent in all elements of the core and post threshold standards for the previous two years; and * That his/her achievements and contributions to the school are substantial and sustained * *Highly competent* means performancewhich is not only good but is good enough toprovide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice. * *Substantial* means of real importance, validity and value to the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning and achievement. * *Sustained* means maintained continuously over a period of 2 years. | | | |
| **Post-threshold standards UPS** | **Self evaluation comments and**  **EVIDENCE** | | |
| Professional Attributes:  **Frameworks:**   * Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. |  | | |
| Professional Knowledge and Understanding:  **Teaching and Learning:**   * Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. Teaching must be at least good with some areas being assessed as outstanding.   **Assessment and Monitoring:**   * Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those related to public examinations and qualifications. * Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.   **Subjects and Curriculum:**   * Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.   **Health and Well-being:**   * Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. |  | | |
| Professional Skills:  **Planning:**   * Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.   **Teaching:**   * Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better then, similar learners nationally.   **Team working and collaboration:**   * Promote collaboration and work effectively as a team member. * Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. |  | | |
| **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. | | | |
| Current pay scale – reference Job Descriptions and Appraisal Policy | MPS: | UPS1 | UPS2 |
| Pay Eligibility | Yes | No | N/A |
| Recommendation for pay progression (if applicable) | Yes | No | N/A |

Additional Comments:

Signed:

Date

Signed:

Date:

**Self Review form for Teaching Assistants**

**(To be completed by the Teaching Assistant to bring to the review meeting)**

**Name of Teaching Assistant………………………………………………….**

Staff appraisal is a tool to ensure that you are assisted in achieving and maintaining a high standard when carrying out your role within a school environment, whilst raising pupil achievement.

|  |
| --- |
| Achievements during the year – what do you think you have done well? |
| How do you think you have contributed to raising pupil achievement? |
| Performance as a whole: how do you think you have contributed effectively to school performance? |
| Any problems which you feel affect/have affected your work performance |
| Are there any new or changing expectations to your role/job since previous appraisal? |
| In service training/staff development you have attended since last appraisal |
| Are there any future in service training opportunities for the coming year which you feel would help you in your role? |
| Personal development – are there any ways you would like to develop your present role? |

Signature of Appraiser …………………………………………………………… Date…………..

Signature of Appraisee …………………………………………………………….Date ………….

# HLTA Professional Standards

**Name:**

**Date:**

|  |  |
| --- | --- |
| **Support Staff HLTA Professional Standards:  Professional values and practice**  **Can you demonstrate, through practice, that you:**   1. have high expectations of children and young people with a commitment to helping them fulfil their potential. 2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people. 3. demonstrate the positive values, attitudes and behaviour they expect from children and young people. 4. communicate effectively and sensitively with children, young people, colleagues, parents and carers. 5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people. 6. demonstrate a commitment to collaborative and cooperative working with colleagues. 7. improve your own knowledge and practice including responding to advice and feedback. | **Achieved/ Development Area/Discussion** |
| Support Staff HLTA Professional Standards:  Professional knowledge and understanding **Can you demonstrate, through practice, that you:**   1. understand the key factors that affect children and young people’s learning and progress. 2. know how to contribute to effective personalised provision by taking practical account of diversity. 3. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people. 4. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy. 5. know how to use ICT to support their professional activities. 6. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support. 7. understand the objectives, content and intended outcomes for the learning activities in which they are involved. 8. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation. 9. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice. |  |

|  |  |
| --- | --- |
| Support Staff Professional standards:   Professional skills **Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.** Planning and expectations Can you demonstrate, through practice, that you:  1. use your area(s) of expertise to contribute to the planning and preparation of learning activities. 2. use your area(s) of expertise to plan your role in learning activities. 3. devise clearly structured activities that interest and motivate learners and advance their learning. 4. plan how you will support the inclusion of the children and young people in the learning activities. 5. contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.  Monitoring and assessment Can you demonstrate, through practice, that you:  1. monitor learners’ responses to activities and modify the approach accordingly. 2. monitor learners’ progress in order to provide focused support and feedback. 3. support the evaluation of learners’ progress using a range of assessment techniques. 4. contribute to maintaining and analysing records of learners’ progress.  Teaching and learning activities Can you demonstrate, through practice, that you:  1. use effective strategies to promote positive behaviour. 2. recognise and respond appropriately to situations that challenge equality of opportunity. 3. use your ICT skills to advance learning. 4. advance learning when working with individuals. 5. advance learning when working with small groups. 6. advance learning when working with whole classes without the presence of the assigned teacher. 7. organise and manage learning activities in ways which keep learners safe. 8. direct the work, where relevant, of other adults in supporting learning. |  |

**My Personal Development Plan**

|  |  |
| --- | --- |
| **Name:** |  |
| **My long term aim is:** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DEVELOPMENT - What do I want to Achieve? (If possible relate to HLTA Standards)** | **Measures of success – how will I know when I’ve achieved this?** | **Details - What activity will help me do this?** | **What knowledge, skills or behaviour is being developed?** | **By When** | **Date completed** | **Record of progress**  **How can we monitor progress?** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1)** |  |  |  |  |  |  |
| **2)** |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Name: ……………………….. | Manager: …………………………… |
| Signed: …………………………. | Signed: ………………………….. |
| Date: …………………. | Date: …………………. |