



Appraisal Policy for all staff 1st September 2017 (to be applied in conjunction with the Academy Pay Policy for teachers only)

Reviewed September 2017

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Appraisal Policy

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1 Purpose

- 1.1 This procedure sets out how the Trust will improve outcomes for students, and raise the morale of all staff, by motivating staff to up-date their skills and improve their performance.
- 1.2 The appraisal procedure will also be used to address any concerns that are raised about an employee's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

2 Application of the Appraisal Policy

- 2.1 This policy applies to the Principal and to all teachers (qualified and unqualified) employed at the Academy except those on contracts of less than one term and those undergoing induction (*i.e.* NQTs) or teachers on capability procedures.
- 2.2 Appraisal 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; ensuring the highest standards of provision for students. It is intended to foster and take the form of a professional dialogue between the appraiser and the appraisee.
- 2.3 The policy also applies to all support staff to ensure they have the necessary skills and training required to support teachers and students.

3 The Appraisal Period

- 3.1 The appraisal period will run **for twelve months** normally from 1st October to 30th September. (See **Appendix 1** for flow chart of timescale).
- 3.2 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.
- 3.3 Where an employee starts their employment at the Academy part-way through a cycle, the Principal or, in the case where the employee is the Principal, the Executive Principal/Chief Executive shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.
- 3.4 Where an employee transfers to a new post within the Academy part-way through a cycle, the Principal or, in the case where the employee is the Principal, the Executive Principal/Chief Executive shall determine whether the cycle shall begin again and whether to change the appraiser.

4 Appointing Appraisers

- 4.1 All appraisers of teachers will be qualified teachers and will be suitably trained. The appraisers will normally have line management responsibility for those they appraise. The appraiser will conduct all aspects of the review, including pay recommendations to the Principal.
- 4.2 All appraisers of support staff will, where possible, be the line manager. Where this is not possible, the appraiser will be suitably trained and qualified to carry out the role.

5 Principal

- 5.1 The task of appraising the Principal, including the setting of objectives, will be led by the Executive Principal/Chief Executive. (See paragraph 7.3)

6 All Other Staff

- 6.1 The choice of appraiser is for the Principal. Where an appraisee has an objection to the Principal's choice, s/he may submit a written request to the Principal for the appraiser to be replaced, stating the reasons for that request. The request will be seriously considered but if it is felt there is not sufficient reason for the request it will not be upheld.
- 6.2 All appraisers of teachers, appointed by the Principal, will be qualified teachers.
- 6.3 Where it becomes apparent that the appraiser appointed by the Principal will be absent for the majority of the appraisal cycle, the Principal may perform those duties herself/himself or delegate those duties to another appraiser for the duration of that absence.
- 6.4 If the Principal appoints an appraiser who is not the appraisees line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 6.5 Where an appraisee is experiencing difficulties and the Principal is not the appraiser, the Principal may undertake the role of appraiser. See also section 11 Staff Experiencing Difficulties.

7 Commencing the Appraisal Process/Setting Objectives

- 7.1 Either before or as soon as practicable after the start of the appraisal period, the appraiser and the appraisee should meet for the appraisal planning meeting to discuss the timetable, objectives and other arrangements for the appraisal period. This will be recorded in the appraisal statement, (see **Appendix 2**).
- 7.2 The appraiser and the appraisee will consider if there are any training needs required in order to assist in meeting the objectives and record them in the appraisal statement. The training needs will be passed to the CPD coordinator to plan the development requirements across the Academy.
- 7.3 In the case of the appraisal process for the Principal, the Executive Principal/Chief Executive, will suggest objectives and targets for the coming academic year. Reviews of progress, through discussion between the Executive Principal/Chief Executive and the Principal will take place at appropriate times during the academic year. During September after the academic year the Executive Principal and the Principal will generate a statement of evidence of performance against the individual objectives (see **Appendix 3**). This will form the evidence base from which the Chief Executive will recommend pay decisions to the Corporate Coordination Group/Trust Board. The Chief Executive will take responsibility for the final recommendations.
- 7.4 Objectives will be set at the planning meeting at 7.1 before or as soon as practicable after, the start of each appraisal period. The standards for the role at **Appendix 4** and the career expectation documents at **Appendix 5 and 6** will be used as a professional tool when setting objectives. The objectives set will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the Academy's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.
- 7.5 The appraiser and appraisee will seek to agree the objectives, but where this is not possible; the appraiser will determine the objectives. In exceptional circumstances, objectives may be revised. The Academy operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the Academy to ensure that they are consistent between members of staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Principal.
- 7.6 An appraisee will be given three objectives, although those at Principal level and above may be given up to five. The agreed objectives will contain a description of what success may look like.

Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the appraisee works and it will be recognised that factors outside the appraisees control may significantly affect success. All appraisal activities will take place within the teachers directed time, but not within a teacher's PPA time.

- 7.7 These objectives will have regard to the following three areas:
- 7.7.1 The progress and attainment of a class taught by the employee (use Y6 or Y11 where appropriate) (for support staff use their specific area of responsibility).
 - 7.7.2 A whole school target.
 - 7.7.3 Individual Continuous Professional Development (CPD).
- 7.8 The objectives set for each appraisee will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance of both students and staff. This will be ensured by quality assuring all objectives against the Academy development plan.
- 7.9 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 than 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.
- 7.10 Before, or as soon as possible after, the start of each appraisal period, each appraisee will be informed of the standards against which that appraisee's performance in that appraisal period will be assessed. Teachers will be assessed against the set of standards contained in the document "Teachers' Standards" formally published in May 2012. The Principal will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them, e.g. QTLS holders.

8 Performance Related Pay Progression

- 8.1 For all staff employed under the STP&CD the recommendation on any pay progression made by the appraiser will be based on the assessment of their performance against the agreed objectives and the relevant teacher standards. The decision made by the Principal will be based on the statutory criteria and guidance set out in the STPCD, the relevant standards, consideration of the appraisers recommendation and the application of the current pay policy. From 1st September 2014 all pay progression is linked to performance.
- 8.2 The Trust Board has agreed the pay policy of the Academy and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Trust Board will ensure that decisions on pay progression are made by 31 December for the Principal and the Principal will ensure that decisions on pay progression are made by 31 October for other teachers.
- 8.3 Outcomes of the appraisal process linked to pay will demonstrate the following as a teacher progresses up the pay spine:
- an increasing positive impact on pupil progress
 - an increasing positive impact on wider outcomes for pupils
 - improvements in specific elements of practice identified to the teacher, e.g. behavior management or lesson planning
 - an increasing contribution to the work of the Academy
 - an increasing impact on the effectiveness of staff and colleagues
- 8.4 In terms of pay progression for staff employed under NJC conditions progression through the pay spine is automatic. For the avoidance of doubt, support staff are subject to the appraisal policy for professional development purposes only and appraisal is not linked to pay progression.

9 Reviewing Performance

9.1 Observation

- 9.1.1 The Trust 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 weaknesses and areas for development they may have and of gaining useful information which can inform Academy improvement more generally. All observation will be carried out in a supportive fashion in line with the academy classroom observation protocol. The pattern of classroom observation will be notified to teachers as soon as practicable in the cycle.
- 9.1.2 At least five working days' notice (except in exceptional circumstances and by agreement with the teacher concerned) of the date and time of the observation will be given and verbal feedback provided by at least the end of the next Academy day and written feedback within 5 working days, unless circumstances make this impossible.
- 9.1.3 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 Academy. Lesson observations for appraisal purposes will not exceed 3 hours and not exceed 3 occasions. If a teacher's performance is a cause for concern and a support plan is instigated then observations may increase as a supportive measure. Classroom observation will be carried out by those with QTS.
- 9.1.4 To minimise the number of meetings required, meetings held to provide feedback following observation will also be used, whenever possible, to discuss the progress against objectives.
- 9.1.5 The Academy will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.
- 9.1.6 Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 9.1.7 Support staff will also be observed in their classroom practice (where appropriate) and objectives for support staff will be monitored and assessed against outcomes. This process of observation for support staff is purely developmental and not linked to pay progression.

9.2 Development & Support

- 9.2.1 Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to Academy improvement priorities and to the on-going professional development needs and priorities of individual teachers.
- 9.2.2 The Principal will ensure in the budget planning that, as far as possible, appropriate resources are made available in the Academy budget for training and support agreed for staff.
- 9.2.3 Account will be taken in a review meeting of where it has not been possible for staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

10 Annual Assessment

- 10.1 Each appraisee's performance will be formally assessed in respect of each appraisal period.

- 10.2 At the end of the appraisal period, a formal review meeting will be held between the appraiser and the appraisee. The purpose of the review meeting will be to:
- assess the extent to which the appraisee has met their objectives
 - determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
 - if necessary, identify the need for additional support, training or development and how this will be met

Good progress towards the achievement of a challenging objective will be assessed favourably.

In the case of the Principal, reviews of progress will take place between the Executive Principal/Chief Executive and the Principal. A statement of evidence of performance against the individual objectives will be generated and will form the evidence base from which the Chief Executive will recommend pay decisions to the Corporate Coordination Group/Trust Board. The Chief Executive will take responsibility for the final recommendations.

- 10.3 The appraisee will receive as soon as possible following the end of each appraisal period – and have the opportunity to comment on in writing - a written appraisal review statement which will have been drawn up during the discussion between the appraiser and appraisee.

- 10.4 The appraisal review statement will include:

- Details of the appraisee's objectives for the appraisal period in question
 - An assessment of the appraisee's performance of their role and responsibilities against their objectives, and against the relevant standards
 - An assessment of the appraisee's training and development needs and identification of any action that should be taken to address them by both parties
 - A space for the appraisee's own comments
 - A recommendation on pay where that is relevant
- (NB – pay recommendations need to be made by 31 December for the Principal and by 31 October for other teachers)**

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

11 Staff Experiencing Difficulties

- 11.1 When dealing with an employee experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the employee's performance improves and the problem is, therefore, resolved.

- 11.2 Where it is apparent that an employee's personal circumstances are impacting on performance, support will be offered as soon as possible, without waiting for the formal annual assessment.

- 11.3 If an appraiser identifies through the appraisal process, that the difficulties experienced by a member of staff are such that, if not rectified, they could lead to capability procedures the appraiser, the Principal, or a member of the leadership team, will, as part of the appraisal process meet the appraisee to:

11.3.1 give clear written feedback to the appraisee about the nature and seriousness of the concerns.

11.3.2 give the appraisee the opportunity to comment on and discuss the concerns and identify targets for improvement;

11.3.3 in consultation with the appraisee establish a bespoke support plan, (for example coaching, training, in-class support, mentoring, structured observations, Leading

Practitioner support and diagnostics, visits to other classes or Academy's or discussions with consultants), that will help address those specific concerns.

11.3.4 discuss how progress will be monitored and when it will be reviewed and explain the implications and process if no – or insufficient – improvement is made.

11.4 It should be noted that dealing with support plans is a management issue and whilst trade union representation is not required or permitted at the support plan meetings; employees are still advised to seek advice from their trade union representative at an early stage.

11.5 The appraisee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the performance to improve. This will depend upon the circumstances, but will be for a period not exceeding 6 weeks, with appropriate support as agreed in the support plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the appraisee will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

11.6 At the conclusion of this period, a formal meeting should be held between the appraisee and the appraiser or Principal. If sufficient progress is made such that the appraisee is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the appraisee should be informed of this at the meeting. Following this meeting the appraisal process will continue as normal. If no, or insufficient, improvement has been made over this period, the appraisee will be informed at the meeting that formal capability will be invoked which will be conducted in accordance with the Trust capability procedure.

12 Appeals Process

12.1 All Appraisee's (teachers and support staff) have a right of appeal against any of the entries in the written appraisal statement. Appraisee's can appeal against any aspect of the application of the procedure but not against the procedure itself. Details of the appeal process are available from the Principal. Where the Principal or Vice Principal has not been awarded pay progression he/she will be informed by the Chief Executive. The Principal will notify any employee who has not been awarded pay progression, following which the employee (and Principal when the Principal has not been awarded pay progression) may exercise the right of appeal, assisted by a work colleague or recognised trade union representative.

13 General Principles Underlying This Policy

13.1 Consistency of Treatment & Fairness

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

13.2 Confidentiality

13.2.1 The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and Trust to quality assure the operation and effectiveness of the appraisal system. Appraisal statements shall be treated in accordance with the Data Protection Act.

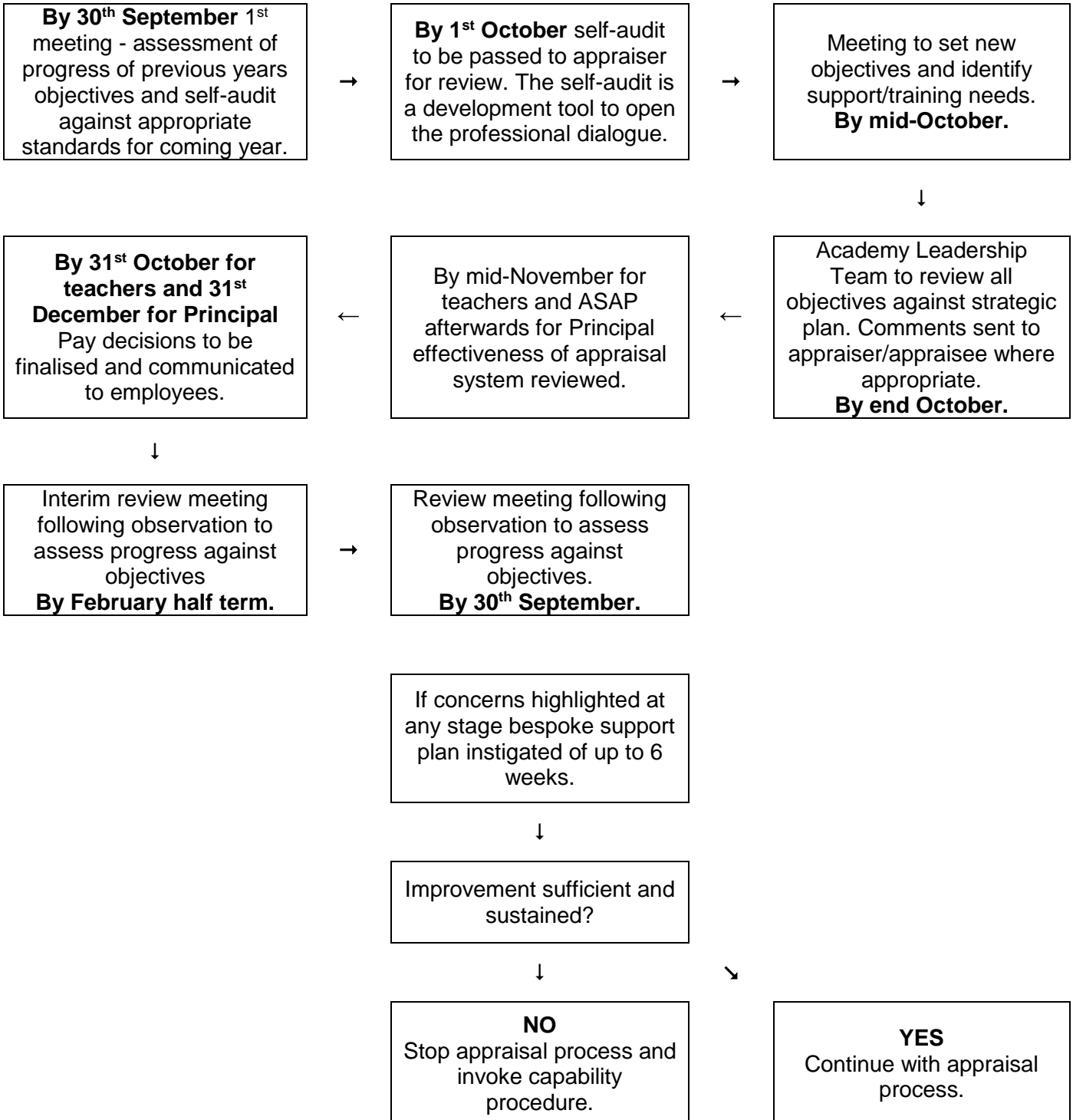
13.3 Monitoring & Evaluation

13.3.1 Northern Education Trust is committed to monitoring and reviewing the effectiveness of the appraisal policy with recognised trade unions, both at national level through the JCC and at local level with Academy representatives. There is also a commitment to monitor the workload impact of the policy through regular professional dialogue and feedback from appraisers and appraisees.

13.4 Retention

13.4.1 The Principal and Trust will ensure that all written appraisal records are retained in a secure place for six years and then destroyed

Appraisal Timescale





**Appraisal Statement
Planning Record Sheet and Review Document 2017/2018**

Name & Job Title (Appraisee)	
Review Period	1 st October 2017 – 30 th September 2018
Name & Job Title (Appraiser)	
Date of Planning Meeting	

Objectives	Success Criteria/Evidence
Objective One	
Objective Two	
Objective Three	

CPD Requirements

Appraisee (Signature) Date:

Appraiser: (Signature) Date:

Interim Review

(By
February
half term)

Progress
being made
towards
targets:

	Achieved	Working Towards
Objective 1		
Objective 2		
Objective 3		

Comments on progress so far:

Any further support needed or amendments to any objectives (only due to change of job description / role):

Appraisee (Signature) Date:

Appraiser: (Signature) Date:

<u>Final Review</u>		Achieved	Working Towards
(By 30th September 2018)	Objective 1		
Progress being made towards objectives:	Objective 2		
	Objective 3		

Comments on progress over full cycle:

Pay Progression Recommendation (if applicable):

Pay progression recommended by appraiser: YES/NO

If NO please state reasons and confirm appraisee informed of recommendation:

Pay progression approved by Principal: YES/NO

If different to the recommendation made by the appraiser please state reasons and confirm appraisee notified of decision in writing and informed of right of appeal if no pay progression awarded:

Date decision noted at academy council meeting:

Appraisee (Signature) Date:

Appraiser: (Signature) Date:



Pay Review/Recommendation
Principal Level and above

Name: _____

Academy: _____

Academic year for pay progression: _____ Pay Range: _____ Current Point: _____ Proposed Point: _____

PART 1 – CORE PROFESSIONAL STANDARDS	Met (y/n)	Evidence/Comments/CPD Recommendation
1. All core professional standards met?		
PART 1A – POST THRESHOLD STANDARDS		
1. All post-threshold standards met?		

PART 2 – NATIONAL STANDARDS OF EXCELLENCE FOR HEADTEACHERS

Domain One – Qualities and Knowledge	Met (y/n)	Evidence/Comments/CPD Recommendation
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education.		
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.		
3. Lead by example – with integrity, creativity, resilience, and clarity – drawing on own scholarship, expertise and skills, and that of those around them.		

4. Sustain wide, current knowledge and understanding or education and school systems locally, nationally and globally, and pursue continuous professional development.		
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.		
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel		

Domain Two – Pupils and Staff	Met (y/n)	Evidence/Comments/CPD Recommendation
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes		
2. Secure excellent teaching through an analytical understanding of how pupil's learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.		
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.		
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.		
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.		
6. Hold all staff to account for their professional conduct and practice.		

Domain Three – Systems and Process	Met (y/n)	Evidence/Comments/CPD Recommendation
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.		
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in wider society.		
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.		
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.		
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.		
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.		

Domain Four – The Self-Improving School System	Met (y/n)	Evidence/Comments/CPD Recommendation
1. Create outward facing schools which work with other schools and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.		
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.		
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.		

4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.		
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.		
6. Inspire and influence others – within and beyond schools – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.		

PART 3 – OBJECTIVES (enter description below)	Met (y/n)	Comments/Evidence
1.		
2.		
3.		

4.		
5.		

PART 4 – CAPABILITY ISSUES			
Enter brief description of issue(s)/professional standards not met:			
Stage: (Tick the box below as appropriate)			
Support within Performance Management (including extensions)		No issues	
Formal Capability		No issues	

PART 5 – DISCIPLINARY ISSUES

Enter brief description of issue(s):

Description of action taken	Tick as appropriate	Date action taken
Written management advice and guidance		
Written warning (under Disciplinary Procedure)		
Final written warning (under Disciplinary Procedure)		

PART 6 – PERFORMANCE MANAGEMENT REVIEW OUTCOME (to be completed by Appraiser)

I confirm that the performance management review for _____ has been *successful /unsuccessful (*delete as appropriate)

If unsuccessful, please specify reasons and support/:

PART 7 - PAY RECOMMENDATION – (if applicable)

I recommend the following pay progression:

Next point on Leadership Range	
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Signature:	Print Name:	Date:
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PART 8 – To be completed by Board Member

I can confirm that I have moderated this performance review and it is approved/not approved/referred back for further information* delete as applicable

Signature:

Print Name:

Date:



ACADEMY STANDARDS (APPRAISAL)

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Preamble

Following the changes to performance management; the introduction of the new Teacher Standards in September 2012, the introduction of performance related pay for all teachers in September 2013 and the new Ofsted framework which more rigorously audits performance; Northern Education Trust, the Governors and Academy leaders need to ensure that the new appraisal system is robust; open to scrutiny and applied fairly but consistently across the Academy. The system will be quality assured and monitored.

These standards should be read in conjunction with the Academy's appraisal, pay and capability policy. The standards aim to improve outcomes for students, and raise the morale of all staff, by motivating staff to up-date their skills and improve their performance.

Appraisal will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their roles; ensuring the highest standards of provision for students.

It is important that all staff have a common framework to work toward where they can continually reflect on their development during different stages of their career. With this in mind, the Trust has developed Standards for all staff and career stage expectations linked to the teachers' pay spine. Staff will be assessed against the standards to a level that is consistent with what should reasonably be expected of them in their relevant role and at the relevant stage of their career. As careers progress, staff will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

The Academy standards are a framework and development tool for the appraisee and appraiser to be able to open the professional dialogue when considering objectives and development needs.

Applications to move through threshold will be assessed in accordance with the pay policy and will only be approved where the Principal is satisfied that the teacher is highly competent in all areas of the relevant standards and the teachers achievements and contribution to the Academy are substantial and sustained.

The Part Two professional standards for staff are kept separate but must still be met. Staff are expected to exhibit all these standards at all points in their careers.

The teachers' standards are the national standards and are therefore linked to pay progression in accordance with the STP&CD.

For support staff paid on NJC conditions, the standards are not linked to pay progression but are linked to the appraisal process and continuous professional development needs.

Administrative Standards					
Appraisee:		Grade:		Appraiser:	
Post Title:					
Date Self Audit Completed:				Review Date:	

Administrators will be assessed against the standards to a level that is consistent with what should reasonably be expected of an administrator in the relevant role and at the relevant stage of their career. As their careers progress, administrators will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: ADMINISTRATIVE

1 Communication with all Parties

- a. Communicate effectively with all contacts.
- b. Build positive working relationships.
- c. Present a positive image of themselves and be a role model to all.

2 Adhere to all Academy Policies & Procedures

- a. Understand and adhere to the ethos, policies and practices of the Academy, including but not limited to the code of conduct, safeguarding, health and safety, social networking policy etc.
- b. Follow Academy procedures when dealing with students and parents.
- c. Review policies and procedures applicable to the role.

3 Provide Effective Administrative Support & First Class Customer Service

- a. Operate Academy administrative systems effectively.
- b. Analyse and evaluate information where necessary and as required.
- c. Use their own initiative to make the necessary improvements to administrative systems.
- d. Produce good quality documentation.
- e. Respond to requests in a professional, timely manner.
- f. Provide solutions for customers.

4 Maintain Confidentiality

- a. Adhere to the data protection act; keeping information secure and confidential.
- b. Act within the limits of the role.
- c. Refer issues beyond the limits of the role to the appropriate senior person.
- d. Report any concerns about security/confidentiality to an appropriate person.

5 Be Accountable to Others & Demonstrate this in Practice

- a. Agree realistic targets and achievable timescales for own work.
- b. Prioritise targets for own work.
- c. Plan work tasks to make the best use of own time, effective working methods and available resources.
- d. Identify and deal with problems occurring in own work, using support of others if necessary.
- e. Always keep others informed of progress.
- f. Complete work tasks to agreed deadlines; re negotiate timescales and plans in good time where necessary.
- g. Take responsibility for own work and accept responsibility for mistakes made, learning from them.
- h. Evaluate and make changes to work methods as required.

i. Follow agreed work guidelines, procedures and codes of practice.

6 Behave in a way that Supports Effective Working

a. Set high standards for own working and demonstrate drive and commitment in achieving those standards.

b. Adapt working methods to deal with setbacks and difficulties.

c. Look to engage with opportunities and agree to take on new challenges.

d. Treat others with honesty, respect and consideration.

e. Help and support others in work tasks.

7 Understand how to Evaluate own Performance & Demonstrate this in Practice

a. Encourage and accept feedback from other people.

b. Evaluate own work and use feedback from others to identify areas for improvement.

c. Identify changes in ways of working needed to improve work performance.

d. Identify where further learning and development will improve own work.

8 Managing the Administrative Function

a. Delegates tasks and manages own workload.

b. Identifies own personal and professional development and moves forward by gaining professional qualifications.

c. Ensures staff have the necessary skills, training, knowledge and support to deliver a first class customer service and tackles underperformance where necessary.

d. Positively contributes to consultations and dialogue regarding the profession and coaches and supports other colleagues.

e. Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets and reputation of the Academy.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout an administrators career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. Administrators uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an administrator's position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .

c. Showing tolerance of and respect for the rights of others.

d. 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

e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.

f. Administrators must maintain high standards in their own attendance and punctuality.

Cover Supervisor Standards

Appraisee:		Grade:		Appraiser:	
Date Self Audit Completed:				Review Date:	

1. PROFESSIONAL VALUES & PRACTICE

- a. They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- b. They build and maintain successful relationships with students treating them consistently, with respect and consideration, and are concerned for their development as learners.
- c. They demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.
- d. They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- e. They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
- f. They are able to improve their own practice, through observation, evaluation and discussion with colleagues.

2. KNOWLEDGE & UNDERSTANDING

- a. They have sufficient understanding to support students' learning, in the classes in which they are involved.
- b. They are familiar with the curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- c. They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- d. They know how to use information and communication technology (ICT) to support students' learning, and can effectively use common ICT tools for their own and students' benefit.
- e. They know how to follow teachers' planning when covering a lesson to ensure their deliver allows effective learning to occur
- f. They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
- g. They are aware of the statutory frameworks relevant to their role.
- h. They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the *SEN: code of practice*.
- i. They know a range of strategies to support the establishment of a purposeful learning environment and to promote good behaviour.
- j. They have knowledge the academy's classroom routines and expectations

3. TEACHING & LEARNING ACTIVITIES
3.1 Planning & Expectations
a. They effectively follow teachers' planning and preparation for the lessons they cover.
b. Working within a framework set by the teacher, they provide support and feedback to students and to colleagues on students' learning and behaviour.
c. They assist in exam invigilation under the supervision of the examinations officer
3.2 Monitoring & Assessment
a. They monitor students' responses to learning tasks and modify their approach accordingly.
b. They monitor students attitudes and behaviour in lessons and use reporting systems such as IRIS
c. They monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.
d. They record and report attendance at lessons in accordance with academy policy
1. 3.3 Teaching & Learning Activities
a. Using clearly structured teaching and learning plans; they deliver the cover lesson to interest and motivate students, and advance their learning.
b. They communicate effectively and sensitively with students and teachers to support the learning.
c. They promote and support the inclusion of all students in the learning activities and support sessions in which they are involved.
d. They effectively use behaviour management strategies, in line with the academy's policy and procedures to ensure a purposeful learning environment.
e. They advance students' learning in a range of classroom settings and subjects
f. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
g. They organise and manage safely the students, learning activities and resources for which they are given responsibility.
h. They support teachers with out of class learning opportunities

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Cover Supervisors career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT
1. Cover Supervisors uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by
a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a Cover Supervisors position.
b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .
c. Showing tolerance of and respect for the rights of others.
d. 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.
e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
2. Cover Supervisors must maintain high standards in their own attendance and punctuality.

Finance Standards					
Appraisee:		Grade:		Appraiser:	
Date Self Audit Completed:				Review Date:	

Finance staff will be assessed against the standards to a level that is consistent with what should reasonably be expected of an administrator in the relevant role and at the relevant stage of their career. As their careers progress, Finance staff will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: Finance
1 Professional Competence & Behaviour
a. Maintain professional knowledge and competence.
b. Seek appropriate support if business needs require involvement in new areas of activity.
c. Ensure that they provide a professional, up to date and insightful service.
d. Accept responsibility for their own professional actions and decisions.
e. Apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.
f. Critically analyses own performance and identifies relevant professional learning.
g. Critically analyses own leadership stance with reference to performance and impact on others.
2 Ethical Standards & Integrity
a. Establish, maintain and develop business relationships based on confidence, trust and respect.
b. Exhibit and defend professional and personal integrity and honesty at all times.
c. Demonstrate sensitivity for the customs, practices, culture and personal beliefs of others.
d. Advance employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity.
e. Safeguard all confidential, commercially-sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.
3 Representative of the Profession
a. Always act in a way which supports and upholds the reputation of the profession.
b. Be mindful of their responsibilities as professional people towards the wider community.
c. Comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct.
d. Exhibit personal leadership as a role model for maintaining the highest standards of ethical behaviour.
e. Be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

- a. Demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence.
- b. Challenge others if they suspect unlawful or unethical conduct or behaviour.
- c. Ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others.
- d. Promote appropriate financial management and development practices to influence and enable the achievement of business objectives.
- e. Ensure those working for them have the appropriate level of competence, supervision and support.

5 Manages with Integrity & Achieves Results

- a. Manages budgets and maintains accurate financial information to assist effective monitoring to achieve the Academy's educational goals and priorities; maximising income through extended provision etc.
- b. Provides and presents accurate accounts of the Academy's performance.
- c. Undertakes effective procurement processes to ensure value for money.
- d. Benchmarks information against other similar Academy's with a view to maximising Academy efficiency.
- e. monitors compliance with legal and regulatory requirements across the Academy.

6. Academy Improvement

- a. Contributes to the strategic academy improvement plan, considers resources and leads some sections of its implementation.
- b. Monitors and evaluates present and past procedures, identifying risk and advising accordingly.
- c. Contributes to the vision, values, moral purpose, leadership styles and ethos of the Academy and applies these to own practices.
- d. Is aware of current and emerging trends and developments in education policy, nationally and locally.

7 Managing the Finance Function

- a. Delegates tasks, responsibilities and maximises use of own resources.
- b. Ensure Academy priorities are kept to the fore.
- c. Proactively identifies own professional needs in response to national initiatives and ensures these are planned for, and met, through professionally recognised qualifications.
- d. Manages staff and ensures they have the necessary skills, knowledge and competence to deliver a first class finance service, tackling underperformance where necessary.
- e. Carry out staff appraisals.
- f. takes a lead role in the development and implementation of the Academy strategic improvement plan.
- g. Develops processes whereby governors can effectively meet their responsibilities.
- h. Works strategically with the governing body/sponsor.
- i. Understands the national and global political, economic, social, technological, legal and environmental trends that may impact on educational practice and strategic intent.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Finance career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. Finance staff uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an administrator's position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.

2. Finance staff must maintain high standards in their own attendance and punctuality.

National Standards of Excellence for Headteachers

Appraisee:		Salary Range:		Appraiser:	
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Post Title:			
Date Self Audit Completed:		Review Date:	

NOTE: These standards can be used to inform the appraisal of headteachers by serving as a background document to assist the Trust, rather than as a set of standards against which the headteacher's performance can be assessed in an appraisal process.

Domain One

Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world- class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two

Excellent headteachers: pupils and staff

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain Three

Excellent headteachers: systems and process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four

Excellent headteachers: the self-improving school system

Headteachers:

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Headteachers career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. Headteachers uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an administrators position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.

2. Headteachers must maintain high standards in their own attendance and punctuality.

HR Standards

Appraisee:		Grade:		Appraiser:	
Post Title:					
Date Self Audit Completed:				Review Date:	

HR staff will be assessed against the standards to a level that is consistent with what should reasonably be expected of an administrator in the relevant role and at the relevant stage of their career. As their careers progress, HR staff will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: HR
1 Professional Competence & Behaviour
a. Maintain professional knowledge and competence.
b. Seek appropriate support if business needs require involvement in new areas of activity.
c. Ensure that they provide a professional, up to date and insightful service.
d. Accept responsibility for their own professional actions and decisions.
e. Apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.
f. Critically analyses own performance and identifies relevant professional learning.
g. Critically analyses own leadership stance with reference to performance and impact on others.
2 Ethical Standards & Integrity
a. Establish, maintain and develop business relationships based on confidence, trust and respect.
b. Exhibit and defend professional and personal integrity and honesty at all times.
c. Demonstrate sensitivity for the customs, practices, culture and personal beliefs of others.
d. Advance employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity.
e. Safeguard all confidential, commercially-sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.
3 Representative of the Profession
a. Always act in a way which supports and upholds the reputation of the profession.
b. Be mindful of their responsibilities as professional people towards the wider community.
c. Comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct.
d. Exhibit personal leadership as a role model for maintaining the highest standards of ethical behaviour.
e. Be mindful of the distinction between acting in a personal and professional capacity.
4 Stewardship
a. Demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence.
b. Challenge others if they suspect unlawful or unethical conduct or behaviour.
c. Ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others.
d. Promote appropriate people management and development practices to influence and enable the achievement of business objectives.
e. Ensure those working for them have the appropriate level of competence, supervision and support.
5 Manages with Integrity & Achieves Results
a. Supervises and manages performance and provides constructive and timely feedback (or supports line managers effectively in their management roles).
b. Develops and implements induction and on-going support processes for all staff.
c. Leads and manages workforce planning, recruitment strategies and selection processes.
d. Maintains, models, monitors, upholds and promotes compliance with documentation, policies, procedures and accountability systems in accordance with relevant legislation and academy systems.
6 Academy Improvement
a. Contributes to the strategic academy improvement plan, considers resources and leads some sections of its implementation.
b. Monitors and evaluates present and past procedures, identifying risk and advising accordingly.
c. Contributes to the vision, values, moral purpose, leadership styles and ethos of the Academy and applies these to own practices.
d. Is aware of current and emerging trends and developments in education policy, nationally and locally.
7 Managing the HR Function
a. Delegates tasks, responsibilities and maximises use of own resources.

b. Ensure Academy priorities are kept to the fore.
c. Proactively identifies own professional needs in response to national initiatives and ensures these are planned for, and met, through professionally recognised qualifications.
d. Manages staff and ensures they have the necessary skills, knowledge and competence to deliver a first class finance service, tackling underperformance where necessary.
e. Carry out staff appraisals.
f. Takes a lead role in the development and implementation of the Academy strategic improvement plan.
g. Develops processes whereby governors can effectively meet their responsibilities.
h. Works strategically with the governing body/sponsor.
i. Understands the national and global political, economic, social, technological, legal and environmental trends that may impact on educational practice and strategic intent.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a HR staff career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT
1. HR staff uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by
a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an administrators position.
b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .
c. Showing tolerance of and respect for the rights of others.
d. 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.
e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.
2. HR staff must maintain high standards in their own attendance and punctuality.

HLTA Standards					
Appraisee:		Grade:		Appraiser:	
Date Self Audit Completed:				Review Date:	

1. PROFESSIONAL VALES & PRACTICE
a. They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
b. They build and maintain successful relationships with students, treat them consistently, with respect and consideration, and are concerned for their development as learners.
c. They demonstrate and promote the positive values, attitudes and behaviour they expect from the students

with whom they work.
d. They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
e. They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
f. They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.
2. KNOWLEDGE & UNDERSTANDING
a. They have sufficient understanding of their specialist area to support students' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
b. They are familiar with the Academy curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
c. They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
d. They know how to use information and communication technology (ICT) to advance students' learning, and can use common ICT tools for their own and students' benefit.
e. They know the key factors that can affect the way students learn.
f. They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
g. They are aware of the statutory frameworks relevant to their role.
h. They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the <i>SEN: code of practice</i> .
i. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.
3. TEACHING & LEARNING ACTIVITIES
3.1 Planning & expectations
a. They contribute effectively to teachers' planning and preparation of lessons.
b. Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to students and colleagues on students' learning and behaviour.
c. They contribute effectively to the selection and preparation of teaching resources that meet the diversity of students' needs and interests.
d. They are able to contribute to the planning of opportunities for students to learn in out-of-Academy contexts, in accordance with Academy policies and procedures.
3.2 Monitoring & Assessment
a. They are able to support teachers in evaluating students' progress through a range of assessment activities.
b. They monitor students' responses to learning tasks and modify their approach accordingly.
c. They monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.
d. They contribute to maintaining and analysing records of students' progress.
2. 3.3 Teaching & Learning Activities
a. Using clearly structured teaching and learning activities, they interest and motivate students, and advance their learning.
b. They communicate effectively and sensitively with students to support their learning.
c. They promote and support the inclusion of all students in the learning activities in which they are involved.
d. They use behaviour management strategies, in line with the Academy's policy and procedures, which contribute to a purposeful learning environment.
e. They advance students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
f. They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
g. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
h. They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a HLTA's career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. HLTA's uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a HLTA's position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2. HLTA's must maintain high standards in their own attendance and punctuality.

ICT Technical Staff Standards

Appraisee:		Grade:		Appraiser:	
Post Title:					
Date Self Audit Completed:				Review Date:	

ICT Technical Staff will be assessed against the standards to a level that is consistent with what should reasonably be expected of an ICT Technical Person in the relevant role and at the relevant stage of their career. As their careers progress, administrators will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: ICT Technical

1 Communication with all Parties

- a. Communicate effectively with all contacts.
- b. Build positive working relationships.
- c. Present a positive image of themselves and be a role model to all.

2 Adhere to all Academy Policies & Procedures

- a. Understand and adhere to the ethos, policies and practices of the Academy, including but not limited to the code of conduct, safeguarding, health and safety, social networking policy etc.
- b. Follow Academy procedures when dealing with students and parents.
- c. Review policies and procedures applicable to the role.

3 Provide an Effective ICT Support Service

- a. Operate Academy ICT systems effectively.
- b. Analyse and evaluate information where necessary and as required.
- c. Use their own initiative to make the necessary improvements to ICT systems.
- d. Produce good quality documentation.
- e. Respond to requests/calls in a professional, timely manner.
- f. Provide solutions for customers.

4 Maintain Confidentiality

- a. Adhere to the data protection act; keeping information secure and confidential.
- b. Act within the limits of the role.
- c. Refer issues beyond the limits of the role to the appropriate senior person.
- d. Report any concerns about security/confidentiality to an appropriate person.

5 Be Accountable to Others & Demonstrate this in Practice

- a. Agree realistic targets and achievable timescales for own work.
- b. Prioritise targets for own work.
- c. Plan work tasks to make the best use of own time, effective working methods and available resources.
- d. Identify and deal with problems occurring in own work, using support of others if necessary.
- e. Always keep others informed of progress.
- f. Complete work tasks to agreed deadlines; re negotiate timescales and plans in good time where necessary.
- g. Take responsibility for own work and accept responsibility for mistakes made, learning from them.
- h. Evaluate and make changes to work methods as required.
 - i. Follow agreed work guidelines, procedures and codes of practice.

6 Behave in a way that Supports Effective Working

- a. Set high standards for own working and demonstrate drive and commitment in achieving those standards.
- b. Adapt working methods to deal with setbacks and difficulties.
- c. Look to engage with opportunities and agree to take on new challenges.
- d. Treat others with honesty, respect and consideration.
- e. Help and support others in work tasks.

7 Understand how to Evaluate own Performance & Demonstrate this in Practice

- a. Encourage and accept feedback from other people.
- b. Evaluate own work and use feedback from others to identify areas for improvement.
- c. Identify changes in ways of working needed to improve work performance.
- d. Identify where further learning and development will improve own work.

8 Carry out, and assist with the 'ICT Help Desk and Incident Management' activities.

- a. Proactively escalate incidents to appropriate people based on knowledge and understanding of customer needs.
- b. Track the progress of incidents and service requests communicating, as required, with internal and external individuals and groups involved in their resolution and closure.
- c. Assist with the operational management of the service desk/help desk, including staffing, skilling, monitoring performance, and compliance with procedures.

9. Carry out technical support activities under supervision

- a. Correctly select the procedures, tools and techniques to use for technical support activities and their deliverables, under supervision
- b. Comply with any relevant legislation, regulations and external standards relating to technical activities and their deliverables in own area of accountability
- c. Respond promptly to incoming incidents, problems, change requests and other events relating to technical infrastructure and services , in line with their identified priority, as directed by others

10. Managing ICT Support Service

- a. Delegates tasks and manages own workload.
- b. Identifies own personal and professional development and moves forward by gaining professional ICT qualifications.
- c. Ensures staff have the necessary skills, training, knowledge and support to deliver the Academy's ICT Support service and tackles underperformance where necessary.
- d. Positively contributes to consultations and dialogue regarding the profession and coaches and supports other colleagues.
- e. Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets and reputation of the Academy.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout ICT Technical Staff's career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT
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1. ICT Technical Staff uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by
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a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an ICT Technical Staff's position.
--

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .
--

c. Showing tolerance of and respect for the rights of others.

d. 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
--

e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.

2. ICT Technical Staff must maintain high standards in their own attendance and punctuality.
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Leadership Standards					
Appraisee:		Salary Range:		Appraiser:	
Date Self Audit Completed:				Review Date:	

Leaders will be assessed against the standards to a level that is consistent with what should reasonably be expected of a leader in the relevant role and at the relevant stage of their career. As their careers progress, leaders will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

1. Leading Teaching & Learning
1.1 Delivers Quality Learning Outcomes for Students: Pedagogy
a. Leads, develops, implements and monitors whole academy practices ensuring current research and sound principles of education inform whole academy alignment of curriculum, pedagogy, assessment and reporting.
b. Supervises and supports classroom teachers to ensure quality teaching and learning implementing processes to maximise whole academy focus on quality teaching and learning.
c. Leads teachers to assess and report student achievement developing, implementing and establishing effective academy assessment and reporting practices.
1.2 Delivers Quality Learning Outcomes for Students: Curriculum
a. Drives the development, implementation and evaluation of a comprehensive, rigorous, and coherent academy curriculum.
b. Leads and coordinates teams to design effective programmes ensuring the provision offered in the academy is of the highest quality to maximise academic and social success for all students.
c. Leads staff to undertake academy curriculum renewal and reform.
1.3 Delivers Quality Learning Outcomes for Students: Reflective Practice
a. Leads teachers to collect and analyse data to inform classroom practice; analyses academy data and works with the principal and others to develop strategies for Academy improvement informed by evidence.
b. Establishes effective staff and educational practices; engaging with staff in critical evaluation of classroom and educational practices.
c. Identifies, negotiates and evaluates professional development needs of classroom teachers and evaluates whole staff professional development ensuring it is linked to improving performance and student outcomes.
2 Leading Strategic Resource Management
2.1 Manages with Integrity & Achieves Results: Planning
a. Supports the principal and others in managing Academy resources effectively across whole academy programmes planning strategically to implement effective systems.
b. Considers and identifies the impact of resource allocation on classroom practices and future needs managing current resources and identifying future needs across the academy whilst responding to changing needs to improve whole academy outcomes.
2.2 Manages with Integrity & Achieves Results: Managing People
a. Supervises and manages performance and provides constructive and timely feedback.
b. Develops and implements induction and on-going support processes for all staff.
c. Leads and manages workforce planning, recruitment strategies and selection processes.
2.3 Manages with Integrity & Achieves Results: Accountability
a. Maintains, models, monitors, upholds and promotes compliance with documentation, policies, procedures and accountability systems in accordance with relevant legislation and academy systems.
b. Assists staff to implement effective classroom student monitoring and assessment processes developing and leading effective assessment and accountability systems.
c. Acts professionally, ethically and impartially.
3 Leading & Working with Others
3.1 Cultivates Productive Working Relationships: Communication
a. Values differing views and achieves commitment to agreed outcomes.
b. Communicates with others regarding the purpose of their work and the relationship between

organisational goals and outcomes ensuring all roles and responsibilities are clearly defined and met.
c. Uses verbal and written communication that is clear, concise and relates to the audience and purpose.
3.2 Cultivates Productive Working Relationships: Partnerships
a. Models, promotes and develops positive, respectful relationships within the academy and wider community.
b. Engages in consultative practices collaborating and developing partnerships with a range of stakeholders across the academy and in other organisations and the community.
3.3 Cultivates Productive Working Relationships: Capacity Building
a. Establish a culture that fosters and values professional learning through collaborative professional learning teams which enable all staff to learn from each other and take collective responsibility for professional learning.
b. Builds, co-ordinates and leads effective teams promoting an effective collaborative culture.
c. Nurtures talent and potential/future leaders through coaching, mentoring and succession planning.
4 Leading a Quality Organisation
4.1 Shapes Educational Strategic Thinking: Decision Making
a. Makes informed, strategic decisions.
b. Leads formal review, renewal processes, making connections between student data and classroom practices translating information gathered into academy practices and informed educational decisions.
c. Analyses the relevance of key educational trends and their implications for students, the academy and system making and implementing decisions which reflect a broad understanding of issues and their implications and outcomes.
4.2 Shapes Educational Strategic Thinking: Culture
a. Collaboratively develops and promotes a Academy vision, goals and improvement strategies which are realistic, challenging and future oriented.
b. Builds a unique, inclusive academy culture which encourages innovation, risk taking and excellence.
c. Develops, articulates and models shared academy values.
4.3 Shapes Educational Strategic Thinking: Learning Community
a. Fosters links within and beyond the academy to exchange ideas and resources seeking opportunities to share knowledge and expertise within and beyond the academy through professional relationships and networks.
b. Actively promotes a positive image of the academy Inspiring a sense of purpose and direction for the academy.
5 Learning Centred Leadership
5.1 Develops Self as a Leader: Self-Awareness
a. Critically analyses own performance and identifies relevant professional learning.
b. Confidently promotes areas of strength and acknowledges development needs securing a sense of self and seeking to extend skills and experience.
c. Models and communicates the importance of health, well-being and resilience.
5.2 Develops Self as a Leader: Lifelong Learning
a. Models a personal commitment to lifelong learning.
5.3 Develops Self as a Leader: Leadership Characteristics and Qualities
a. Develops a leadership stance and reflects to ensure congruency between leadership stance and actions.
b. Critically analyses own leadership stance with reference to performance and impact on others.
c. Takes responsibility for actions and learns from experiences, seeking guidance and advice when required.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a leader's career and must **ALL** be adhered to at every stage in a teacher's career.

PERSONAL & PROFESSIONAL CONDUCT
1. Leaders uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by
a. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
c. Showing tolerance of and respect for the rights of others.
d. 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.
e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
2. Leaders must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
3. Leaders must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Lead Practitioner Standards

Appraisee:		Pay Range:		Appraiser:	
Date Self Audit Completed:		Review Date:			

The Teachers Standards' must be met before assessment against this document:

PART ONE: LEAD PRACTITIONER STANDARDS

Professional Attributes

Frameworks

LP1. Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.

LP2. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

Professional Knowledge & Understanding

Teaching & Learning

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

Assessment & Monitoring

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the academy.

Subjects & Curriculum

LP5. Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

Achievement & Diversity

LP6. Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

Professional Skills

Planning

LP7. (a) Take a lead in planning collaboratively with colleagues in order to promote effective practice.

(b) Identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

LP8. Have teaching skills which lead to excellent results and outcomes.

LP9. Demonstrate excellent and innovative pedagogical practice.

Assessing, Monitoring & Giving Feedback

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes student progress.

Reviewing Teaching & Learning

LP12. Use local and national statistical data and other information, in order to provide:

(a) a comparative baseline for evaluating learners' progress and attainment

(b) a means of judging the effectiveness of their teaching, and

(c) a basis for improving teaching and learning.

Team Working & Collaboration

LP13. Be part of, or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to academy improvement.

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded appraisals of situations upon which they are asked to advise, applying high-level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in student outcomes.

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own academy

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career and must **ALL** be adhered to at every stage in a teacher's career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by

a. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions .

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Pastoral Support Standards

Appraisee:		Grade:		Appraiser:	
Post Title:					
Date Self Audit Completed:				Review Date:	

1. PROFESSIONAL VALUES & PRACTICE

- a. They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- b. They build and maintain successful relationships with students treating them consistently, with respect and consideration, and are concerned for their development as learners.
- c. They demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.
- d. They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- e. They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
- f. They are able to improve their own practice, through observation, evaluation and discussion with colleagues.

2. KNOWLEDGE & UNDERSTANDING

- a. They have sufficient understanding to support students' behaviour and progress and assist staff with confidence in improving behaviour, attendance and motivation.
- b. They are familiar with the curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- c. They understand the frameworks with which they are involved e.g. behaviour, attendance, child protection, pastoral care, progress.
- d. They know how information and communication technology (ICT) supports pastoral care and can effectively use relevant ICT tools for the benefit of themselves, staff and students.
- e. They know the key factors that can affect the way students behave are aware of and implement Individual Education/ Behaviour Plans and relevant Personal Care plans, processes, referrals, programmes etc.
- f. They attend relevant training programmes and regularly update their knowledge to enable them to effectively carry out their role.
- g. They are aware of the statutory frameworks relevant to their role.
- h. They know the legal definition of special educational needs (SEN), safeguarding, exclusion and attendance protocols, and are familiar with the guidance about meeting *codes of practice*.
- i. They know a range of strategies to support the establishment of a purposeful learning environment and to promote good behavior and emotional, physical, spiritual, cultural and economic well-being.
- j. They have knowledge of their specific pastoral support area and effectively apply their knowledge to support colleagues, students and parents/carers

3. PASTORAL CARE SUPPORT

3.1 Student Well-Being

- a. They effectively assist students, colleagues and parents/carers within their specialist area to ensure students are safe and develop confidence self-worth.
- b. Working within a framework set by relevant codes of practice & policies providing support and feedback to students and to colleagues on students' learning and behaviour.
- c. They assist with the selection and preparation of relevant data, resources etc. that meet the diversity of students' needs and interests.
- d. They work with relevant external agencies to ensure student well-being.

3.2 Monitoring, Assessment & Review

- a. They monitor, assess and review students' attitudes, well-being, attendance etc. and modify their approach accordingly implementing appropriate actions.
- b. They monitor, assess and review students attitudes and behaviour in lessons and support colleagues in modifying their approach accordingly.
- c. They monitor, assess and review students' participation in the Academy and progress, providing feedback to colleagues, parents/carers, external agencies as appropriate, and give constructive support to enable students to learn and engage with their education.

3. 3.3 Enabling Progress

- a. Using clearly structured practices and processes; they support and motivate students, and help advance their learning.
- b. They communicate effectively and sensitively with students, colleagues, parents/carers and external agencies to support students learning.
- c. They promote and support the inclusion of all students in the learning activities and support sessions in which they are involved.
- d. They effectively use behaviour management, attendance, mentoring and safeguarding strategies, in line with the academy's policies and procedures which contribute to a purposeful learning environment.
- e. They advance students' learning through their support and guidance of students.
- f. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- g. They support the academy's management of students where required.
- h. They support with out of class learning opportunities and academy events.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a pastoral staff career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

- 1. Pastoral staff must uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by
 - a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an administrators position.
 - b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - c. Showing tolerance of and respect for the rights of others.
 - d. 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.
 - e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.
- 2. Pastoral staff must maintain high standards in their own attendance and punctuality.

Site Standards				
Appraisee:		Grade:		Appraiser:
Post Title:				
Date Self Audit Completed:		Review Date:		

Site staff will be assessed against the standards to a level that is consistent with what should reasonably be expected of site staff in the relevant role and at the relevant stage of their career. As their careers progress, site staff will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: SITE
1 Communication with all Parties
a. Communicate effectively with all contacts.
b. Build positive working relationships.
c. Present a positive image of themselves and be a role model to all.
2 Adhere to all Academy Policies & Procedures
a. Understand and adhere to the ethos, policies and practices of the Academy, including but not limited to the code of conduct, safeguarding, health and safety, social networking policy etc.
b. Follow Academy procedures when dealing with students and parents.
c. Ensure Health and Safety and First Aid are maintained to a high standard and regular maintenance checks are completed.
d. Review policies appropriate to the role.
3 Maintain the Professional Image of the Academy
a. Sustain a clean, efficient, safe, well maintained and productive Academy environment that nurtures student learning and supports the professional growth of staff.
4 Provide a responsive & Proactive Service to Academy Staff
a. Complete work tasks to agreed deadlines; re negotiate timescales and plans in good time when necessary.
b. Follow agreed work guidelines, procedures and codes of practice.
c. Prioritise targets for own work.
d. Plan work tasks to make the best use of own time, effective working methods and available resources.
e. Take responsibility for own work and accept responsibility for mistakes made, learning from them.
f. Always keep others informed of progress.
5 Support the Community Offering at the Academy
a. Provide excellent customer service to the community users of the Academy.
b. Respond to requests in a professional and timely manner.
c. Provide solutions and have a "can do" attitude.
d. Maintain professional standards to the Academy facilities during community opening hours.
6 Behave in a way that Supports Effective Working
a. Set high standards for own working and demonstrate drive and commitment in achieving those standards.
b. Adapt working methods to deal with setbacks and difficulties.
c. Look to engage with opportunities and agree to take on new challenges.
d. Treat others with honesty, respect and consideration.
e. Help and support others in work tasks.
7 Understand How to Evaluate Own Performance & Demonstrate this in Practice
a. Encourage and accept feedback from other people
b. Evaluate own work and use feedback from others to identify areas for improvement
c. Identify changes in ways of working needed to improve work performance
d. Identify where further learning and development will improve own work

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a site staff career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT
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1. Site staff should uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by
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a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the site staff position.
--

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which undermine or threaten professional relationships.

2. Site staff must maintain high standards in their own attendance and punctuality.

Teachers' Standards

Teacher:		Scale:		Appraiser:	
TLR Responsibility:		Subject Responsibility:		Additional Responsibility:	
Start Date:		Review Date:		End Date:	

Teachers will be assessed against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: TEACHING

1 Set High Expectations which Inspire, Motivate & Challenge Students

- a. Establish a safe and stimulating environment for students, rooted in mutual respect.
- b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote Good Progress & Outcomes by Students

- a. Be accountable for students' attainment, progress and outcomes.
- b. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- c. Guide students to reflect on the progress they have made and their emerging needs.
- d. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- e. Encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate Good Subject & Curriculum Knowledge

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.

4 Plan & Teach Well-Structured Lessons

- a. Impart knowledge and develop understanding through effective use of lesson time.
- b. Promote a love of learning and children's intellectual curiosity.
- c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt Teaching to Respond to the Strengths & Needs of all Students

- a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- d. Have a clear understanding of the needs of all students, including those with SEN; G&T; EAL; and disabilities; and use and evaluate distinctive teaching approaches to engage and support them.

6 Make Accurate & Productive Use of Assessment

- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- b. Make use of formative and summative assessment to secure students' progress.
- c. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 Manage Behaviour Effectively to Ensure a Good & Safe Learning Environment

- a. Have clear rules and routines for behaviour, take responsibility for promoting good and courteous

behaviour both in classrooms and around the Academy, in accordance with the Academy's policy.
b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
d. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
8 Fulfil Wider Professional Responsibilities
a. Make a positive contribution to the wider life and ethos of the Academy.
b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
c. Deploy support staff effectively.
d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
e. Communicate effectively with parents with regard to students' achievements and well-being.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career and must **ALL** be adhered to at every stage in a teacher's career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by
a. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
c. Showing tolerance of and respect for the rights of others
d. 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
e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Level 2 Teaching Assistant Standards				
Appraisee:		Level:		Appraiser:
Post Title:				
Date Self Audit Completed:		Review Date:		

1. PROFESSIONAL VALUES & PRACTICE

- They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- They build and maintain successful relationships with students treating them consistently, with respect and consideration, and are concerned for their development as learners.
- They demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.
- They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
- They are able to improve their own practice, through observation, evaluation and discussion with colleagues.

2. KNOWLEDGE & UNDERSTANDING

- They have sufficient understanding to support students' learning, and assist the teacher with confidence in the classes in which they are involved.
- They are familiar with the curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- They appreciate how information and communication technology (ICT) to support students' learning, and can use common ICT tools for their own and students' benefit.
- They know the key factors that can affect the way students learn are aware of and implement Individual Education/Behaviour Plans and Personal Care programmes.
- They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
- They are aware of the statutory frameworks relevant to their role.
- They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the *SEN: code of practice*.
- They know a range of strategies to support the establishment of a purposeful learning environment and to promote good behaviour.

3. TEACHING & LEARNING ACTIVITIES

3.1 Planning & Expectations

- They effectively liaise with teachers re: planning and preparation of lessons and the support required.
- Working within a framework set by the teacher, they provide support and feedback to students and to colleagues on students' learning and behaviour.
- They support the selection and preparation of teaching resources that meet the diversity of students' needs and interests.

3.2 Monitoring & Assessment

- They monitor students' responses to learning tasks and modify their approach accordingly.
- They monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.

4. 3.3 Teaching & Learning Activities

- Using clearly structured teaching and learning activities; they interest and motivate students, and advance their learning.
- They communicate effectively and sensitively with students and teachers to support the learning.
- They promote and support the inclusion of all students in the learning activities in which they are involved.
- They use behaviour management strategies, in line with the academy's policy and procedures, which contribute to a purposeful learning environment.

e. They advance students' learning in a range of classroom settings, including working with individuals and small groups.

f. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

g. They organise and manage safely the learning activities and resources for which they are given responsibility.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a TA's career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. TA's uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a TA's position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2. TA's must maintain high standards in their own attendance and punctuality.

Level 3 Teaching Assistant Standards				
TA:		Level:		P. Manager:
Date Self Audit Completed:				Review Date:

1. PROFESSIONAL VALUES & PRACTICE
a. They have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
b. They build and maintain successful relationships with students treating them consistently, with respect and consideration, and are concerned for their development as learners.
c. They demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.
d. They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
e. They are able to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
f. They are able to improve their own practice, through observation, evaluation and discussion with colleagues.
2. KNOWLEDGE & UNDERSTANDING
a. They have sufficient understanding to support students' learning, and assist the teacher with confidence in the classes in which they are involved.
b. They are familiar with the curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
c. They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
d. They know how information and communication technology (ICT) to support students' learning, and can effectively use common ICT tools for their own and students' benefit.
e. They know the key factors that can affect the way students learn are aware of and implement Individual Education/Behaviour Plans and Personal Care programmes.
f. They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
g. They are aware of the statutory frameworks relevant to their role.
h. They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the <i>SEN: code of practice</i> .
i. They know a range of strategies to support the establishment of a purposeful learning environment and to promote good behaviour.
j. They have knowledge of specific learning needs and effectively apply their knowledge to support colleagues and students.
TEACHING & LEARNING ACTIVITIES
3.1 Planning & Expectations
a. They effectively assist teachers with planning and preparation of the support required in lessons.
b. Working within a framework set by the teacher, they provide support and feedback to students and to colleagues on students' learning and behaviour.
c. They assist with the selection and preparation of teaching resources that meet the diversity of students' needs and interests.
3.2 Monitoring & Assessment
a. They monitor students' responses to learning tasks and modify their approach accordingly.
b. They monitor students attitudes and behaviour in lessons and support the teacher in modifying their approach accordingly.
c. They monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.
5. 3.3 Teaching & Learning Activities
a. Using clearly structured teaching and learning activities; they interest and motivate students, and advance their learning.
b. They communicate effectively and sensitively with students and teachers to support the learning.
c. They promote and support the inclusion of all students in the learning activities and support sessions in

which they are involved.

d. They effectively use behaviour management strategies, in line with the academy's policy and procedures and specific strategies linked to students specific behavioural and learning needs, which contribute to a purposeful learning environment.

e. They advance students' learning in a range of classroom settings, including working with individuals and small groups.

f. They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

g. They organise and manage safely the students, learning activities and resources for which they are given responsibility.

h. They support teachers with out of class learning opportunities.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a TA's career and must **ALL** be adhered to at every stage in that career.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

1. TA's uphold public trust in the Academy and maintain high standards of ethics and behaviour, within and outside of the Academy, by

a. Treating all contacts with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a TA's position.

b. Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.

c. Showing tolerance of and respect for the rights of others.

d. 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.

e. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2. TA's must maintain high standards in their own attendance and punctuality.

Standards and Career Expectations 2013

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents in the best interests of their pupils.

Minimum Standard for Qualified Teachers and those working towards QTS (DfE September 2012)	What is the minimum expected of teachers at each career stage?			
	Early Career NQT – M3	Mid - Career	M4 – M6	Experien
	<p><i>Developing own practice to become at least good. Assistant/subject co-ordinator. Contribute to whole school improvement.</i></p> <p>£22,917 – £26,454</p>	<p><i>Demonstrate at least good and some outstanding practice. Start to support whole school development through sharing own practice. Mentoring others e.g. students and early career colleagues. Subject co-ordinator. Have a role in school improvement planning.</i></p> <p>M4 – £28,490</p>	<p><i>M6 - £33,824</i></p>	<p><i>UPS1 - £</i></p>
<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>Expect all pupils to make good and better progress and achieve exact age related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.</p>	<p>Expect all pupils to make good and better progress and achieve age exact related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.</p>	<p>Expect all pupils to make good and better progress and achieve exact age related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.</p>	<p>Expect a and bett exact ag Consiste and prac learning and child other te applicati conduct wider co</p>
<p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge 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>Challenging objectives and outcomes are set. Promote pupil awareness of next steps, attainment levels and progress to ensure that the majority of pupils achieve age related expectations and make good progress.</p>	<p>Challenging objectives and outcomes are set. Encourage pupil awareness of next steps, attainment levels and progress to ensure that the majority of pupils achieve age related expectations and make good progress.</p>	<p>Challenging objectives and outcomes are set. Pupils know their attainment levels and what steps they need to take in order to make good and better progress. This ensures that the majority of pupils achieve age related expectations and make good progress.</p>	<p>Lead and across th progress pupils sc pupils ac expecta progress</p>
<p>3 Demonstrate a 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 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 	<p>Develop age related subject knowledge across phonics, spelling, grammar, reading, writing and maths. Model standard English. Develop good subject knowledge in other curriculum areas.</p>	<p>Demonstrate subject knowledge across the ability range in phonics, spelling, grammar, reading, writing and maths. Model standard English. Demonstrate good subject knowledge in other curriculum areas.</p>	<p>Demonstrate subject knowledge across the ability range in phonics, spelling, grammar, reading, writing and maths. Model standard English. Demonstrate good subject knowledge in other curriculum areas.</p>	<p>Demonst across ke ranges in grammar maths. N Demonst knowled areas. Le other sta</p>

<p>4 Plan and teach well-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>Plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Share the planning and leadership of educational visits. Begin to reflect on own teaching to improve outcomes and contribute to planning in the year group or phase.</p>	<p>Consistently plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Plan and lead educational visits. Reflect on own teaching to improve outcomes; begin to take a lead on subject planning in the year group or phase.</p>	<p>Consistently plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Plan and lead educational visits. Reflect on own teaching to improve outcomes; take a lead on subject planning across the phase.</p>	<p>Across a planning sequence homework and challenge other staff practice.</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 intellectual development of children, and 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 education 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>Ensure that planning and delivery of lessons takes into account different needs of pupils so that the majority of pupils make good progress.</p>	<p>Differentiation is effective, teachers understand how barriers to learning can inhibit pupil progress and utilise effective strategies to overcome them so that the majority of pupils make good progress.</p>	<p>Share effective differentiation techniques with colleagues within the phase in order to ensure that the majority of pupils make good progress.</p>	<p>Support methods differentiated. Support producing progress majority progress</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 and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>Assess and mark work in accordance with school policy. Use this and all available pupil data to support planning and delivery of teaching and learning for groups of pupils. Pupils are given time act on feedback. Report on data at pupil progress meetings.</p>	<p>Assess and mark effectively and use this and all available pupil data to support planning and delivery of teaching and learning for groups of pupils. Pupils are given time act on feedback. Supply some analysis of data at pupil progress meetings and begin to present strategies for improvement.</p>	<p>Assess and mark effectively and use this and all available pupil data to support planning and delivery of teaching and learning. Pupils demonstrate that they act on feedback. Pupils set their own steps to success. Supply analysis of data and present strategies for improvement at pupil progress meetings.</p>	<p>Assess e and all a support teaching demonstrate feedback and review objective Supply a phases a to pupil school d</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 schools, 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 	<p>Behaviour (including learning behaviour) is good because the school behaviour policy is consistently followed and lessons are engaging. Develop an understanding of the antecedents of misbehaviour and begin to apply a range of school strategies to minimise misbehaviour.</p>	<p>Behaviour (including learning behaviour) is good and sometimes outstanding because the school behaviour policy is consistently followed and lessons are engaging. Have an understanding of the antecedents of misbehaviour and its impact on learning and apply an increasing range of school strategies to minimise misbehaviour.</p>	<p>Behaviour (including learning behaviour) is good and sometimes outstanding because the school behaviour policy is consistently followed, lessons are engaging and the environment contributes to learning. Have an understanding of the antecedents of misbehaviour and its impact on learning and apply and model an increasing range of school strategies to minimise misbehaviour.</p>	<p>Behaviour behaviour because policy is lessons a environn Understa the ante and its in model so within a misbeh</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 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 	<p>Lead assembly in Key Stage. Run an extra-curricular activity and help with school events. Develop professional relationships and contribute to the success of the phase team. Direct support staff and share planning with support staff. Put training and advice into practice. Hold parent consultation meetings. Keep parents informed about concerns. With guidance, contribute reports and comments to agency meetings.</p>	<p>Lead assembly in Key Stage. Run an extra-curricular activity and help run events e.g. fairs, concerts. Support others, sustain professional relationships and contribute to the success of the phase team. Take responsibility for a school production and residential trip. Involve support staff in planning. Seek out training and advice and put it into practice. Hold parents consultation meetings. Keep parents informed about concerns. Contribute reports and comments to agency meetings.</p>	<p>Lead whole school event e.g. theme week. Help run events e.g. fairs, concerts. Support others, sustain professional relationships, contribute to the success of the phase team and begin to lead aspects of team work. Take responsibility for a school production/ residential trip. Involve support staff in planning. Put training and advice into practice. Hold parent consultation meetings and keep parents informed about concerns. Begin to chair agency meetings in school.</p>	<p>Regularly and actively that have support guidance success work of and lead develop consulta parents concerns in school</p>
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Part 2 Personal and Professional Conduct				
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;	At all times maintain professional conduct (including discretion and confidentiality) both in school and within the wider community, (including social media). Act as positive role models to pupils. Be proactive in own appraisal and career progression.	At all times maintain professional conduct both in school and within the wider community and act as positive role models to the pupils. Begin to mentor inexperienced staff within the phase. Be responsible for own appraisal and career progression.	At all times maintain professional conduct both in school and within the wider community and act as positive role models to the pupils. Mentor inexperienced staff within the phase. Be responsible for own appraisal and career progression.	At all times maintain professional conduct both in school and within the wider community and act as positive role models to the pupils. Mentor inexperienced staff within the phase. Be responsible for own appraisal and career progression.
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.	Ensure that phase and whole school policies and practice are adhered to.	Ensure that phase and whole school policy and practice is adhered to.	Ensure that phase and whole school policy and practice is adhered to.	Ensure that phase and whole school policy and practice is adhered to.
Teachers must have an understanding of (and always act within) the statutory frameworks (Teacher Standards and School Teacher's Pay and Conditions Document) which set out their professional duties and responsibilities.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this. Support other colleagues in the Phase where necessary.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this. Support other colleagues in the Phase where necessary.



Appendix 6 Secondary Teacher

Standards and Career Expectations 2013

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents in the best interests of their pupils.

Minimum Standard for Qualified Teachers and those working towards QTS (DfE September 2012)	What is the minimum expected of teachers at each career stage?				
	Early Career	NQT – M3	Mid - Career	M4 – M6	Experienced
	<i>Developing own practice to become at least good.</i>		<i>Demonstrate at least good and some outstanding practice. Start to support whole school development through sharing own practice.</i>		<i>Demonstrate outstanding practice. Support other colleagues in the Phase where necessary.</i>

	<i>Assistant/subject co-ordinator. Contribute to whole school improvement.</i>	<i>Mentoring others e.g. students and early career colleagues. Subject co-ordinator. Have a role in school improvement planning.</i>		<i>teaching monitoring teachers</i>
	£22,917 – £26,454	M4 – £28,490	M6 - £33,824	UPS1 - £
1 Set high expectations which inspire, motivate and challenge pupils <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 	Expect all pupils to make good and better progress and achieve exact age related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.	Expect all pupils to make good and better progress and achieve age exact related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.	Expect all pupils to make good and better progress and achieve exact age related expectations. Consistently apply school policy and practice for teaching and learning, behaviour, safeguarding and child protection and model professional conduct both in school and in the wider community.	Expect a and better exact age Consiste and prac learning, and child other te applicati conduct wider co
2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge 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 	Challenging objectives and outcomes are set. Promote pupil awareness of next steps, attainment levels and progress to ensure that pupils achieve age related expectations and make good progress.	Challenging objectives and outcomes are set. Encourage pupil awareness of next steps, attainment levels and progress to ensure that pupils achieve age related expectations and make good progress.	Challenging objectives and outcomes are set. Pupils know their attainment levels and what steps they need to take in order to make good and better progress. Pupils achieve age related expectations and make good progress.	Lead and across th progress pupils so related e good pro
3 Demonstrate a good subject and curriculum knowledge <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 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 	Develop age related subject knowledge across their subject area.	Demonstrate subject knowledge across the ability range in their subject area	Demonstrate subject knowledge across the ability range in their subject area. Lead the development of other staff in teaching and learning through modelling and coaching particularly, but not necessarily exclusively in their subject area.	Demonstr across th subject a Lead the staff in t through across th
4 Plan and teach well-structured lessons <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) 	Plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Share the planning and leadership of educational visits. Begin to reflect on own teaching to improve outcomes and contribute to planning in a year group.	Consistently plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Plan and lead educational visits. Reflect on own teaching to improve outcomes; begin to take a lead on subject planning in a year group.	Consistently plan and deliver sequences of lessons and homework that inspire, motivate and challenge pupils. Plan and lead educational visits. Reflect on own teaching to improve outcomes; take a lead on subject planning.	Support deliverin and hom motivate Support good pra
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<p>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 education 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>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 and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>Assess and mark work in accordance with school policy. Use this and all available pupil data to support planning and delivery of teaching and learning for groups of pupils. Pupils are given time act on feedback. Report on data at pupil progress meetings.</p>	<p>Assess and mark effectively and use this and all available pupil data to support planning and delivery of teaching and learning for groups of pupils. Pupils are given time act on feedback. Supply some analysis of data at pupil progress meetings and begin to present strategies for improvement.</p>	<p>Assess and mark effectively and use this and all available pupil data to support planning and delivery of teaching and learning. Pupils demonstrate that they act on feedback. Pupils set their own steps to success. Supply analysis of data and present strategies for improvement at pupil progress meetings.</p>	<p>Assess e and all a support teaching demonstr feedback and review objective Supply a phases a to pupil school d</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 schools, 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 	<p>Behaviour (including learning behaviour) is good because the school behaviour policy is consistently followed and lessons are engaging. Develop an understanding of the antecedents of misbehaviour and begin to apply a range of school strategies to minimise misbehaviour.</p>	<p>Behaviour (including learning behaviour) is good and sometimes outstanding because the school behaviour policy is consistently followed and lessons are engaging. Have an understanding of the antecedents of misbehaviour and its impact on learning and apply an increasing range of school strategies to minimise misbehaviour.</p>	<p>Behaviour (including learning behaviour) is good and sometimes outstanding because the school behaviour policy is consistently followed, lessons are engaging and the environment contributes to learning. Have an understanding of the antecedents of misbehaviour and its impact on learning and apply and model an increasing range of school strategies to minimise misbehaviour.</p>	<p>Behaviour behavior because policy is lessons a environn Understa the ante and its in model so within a misbehav</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 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 	<p>Examples could include: Lead assembly in Key Stage. Run an extra-curricular activity and help with school events. Develop professional relationships and contribute to the success of the phase team. Direct support staff and share planning with support staff. Put training and advice into practice. Hold parent consultation meetings. Keep parents informed about concerns. With guidance, contribute reports and comments to agency meetings.</p>	<p>Examples could include: Lead assembly in Key Stage. Run an extra-curricular activity and help run events e.g. fairs, concerts. Support others, sustain professional relationships and contribute to the success of the phase team. Take responsibility for a school production and residential trip. Involve support staff in planning. Seek out training and advice and put it into practice. Hold parents consultation meetings. Keep parents informed about concerns. Contribute reports and comments to agency meetings.</p>	<p>Examples could include: Lead whole school event e.g. theme week. Help run events e.g. fairs, concerts. Support others, sustain professional relationships, contribute to the success of the phase team and begin to lead aspects of team work. Take responsibility for a school production/ residential trip. Involve support staff in planning. Put training and advice into practice. Hold parent consultation meetings and keep parents informed about concerns. Begin to chair agency meetings in school.</p>	<p>Example Regularl and activ that hav and prog support guidance success work of and lead develop consulta parents concerns in schoo</p>

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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.	Ensure that whole school policies and practice is adhered to.	Ensure that whole school policy and practice is adhered to.	Ensure that whole school policy and practice is adhered to.	Ensure that whole school policy and practice is adhered to.
Teachers must have an understanding of (and always act within) the statutory frameworks (Teacher Standards and School Teacher's Pay and Conditions Document) which set out their professional duties and responsibilities.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this. Support other colleagues where necessary.	Ensure a clear knowledge and understanding of the statutory frameworks and always work within this. Support other colleagues where necessary.

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