

COLLYHURST NURSERY SCHOOL AND CHILDREN'S CENTRE

Appraisal of school staff

Collyhurst Nursery School and Children's Centre



Enjoy, learn and achieve, together we will succeed

Document Control	
Title	Appraisal Policy for all Staff in School
Date	20th October 2022.
Supersedes	Model Appraisal Policy for all Staff in Schools 2020.
Main amendments	Referenced and explained the definition of a "School Working Day" for School Support Staff and School Teaching Staff within the "Scope and Definitions" Section. Introduction of standards based appraisal/supervision and removal of centrally set targets.
Related policies/guidance	Capability Policy and Procedure, Pay Policy, Equality Policy, Wellbeing Policy School Staffing (England) Regulations 2009. School Teachers Pay and Conditions Document. NJC Conditions of Service for Support Staff in Schools (Green Book)
Review	Every 2 years
Author	Alex Reed – based on One Education model policy
Date adopted by Governing Body	<i>Signed copy on file</i>

Equality Statement: -

At Collyhurst Nursery School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Collyhurst Nursery School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

1. INTRODUCTION

- 1.1. Appraisal arrangements for teachers are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 ("the Appraisal Regulations"). The Appraisal Regulations apply to community, voluntary, foundation, community special or foundation special schools and maintained nursery schools. They do not apply to schools, free schools or independent schools but such schools are free to adopt this policy if they wish.
- 1.2 Under the Appraisal Regulations, schools must have an appraisal policy for **teachers**. Under the School Staffing (England) Regulations 2009 schools must also have a policy dealing with lack of capability and which covers **all staff**. This model policy deals with appraisal arrangements only. There is a separate policy which deals with lack of capability on the part of all staff in school.
- 1.3 The Appraisal Regulations set out principles that apply to appraisals of **teachers** in all maintained schools (whether employed by the Governing Body of that school or the Local Authority to work in that school) where they are employed for one term or more. They provide the minimum national framework within which schools must operate.
- 1.4 There are currently no national appraisal regulations which apply to **support staff** in schools and there is no national agreement on appraisals with support staff Trade Unions. Although support staff are not covered by the Appraisal Regulations, this policy has been drafted in such a way that it can be used by schools for **all staff**.

2. SCOPE AND DEFINITIONS

- 2.1 This policy combines statutory requirements and elements of guidance.
- 2.2 This policy applies to the Headteacher and to all teachers and support staff employed to work in Collyhurst Nursery school, except: -
 - those on contracts of less than one term,
 - those undergoing induction (i.e. Newly Qualified Teachers (NQTs), and
 - those who are subject to capability procedures i.e. employees about whose performance there are serious concerns that the appraisal process has been unable to address.
 - those who are contracted to GMAT and are subject to their appraisal process.
- 2.3 This policy does not apply to agency employed supply staff, self-employed staff and external consultants.
- 2.4 Unless indicated otherwise, all references in this policy to "teacher" include a reference to the Headteacher.
- 2.5 For the avoidance of doubt, in this policy any reference to a "**school working day**" will have the following meaning: -
 - (a) **School Support Staff:** - any day during an academic year when a school is normally open for educational purposes or when staff are in attendance for training purposes, and
 - (i) in the case of staff contracted to work during term time only, **excluding** any day which falls on a Bank Holiday or within school holiday periods, and
 - (ii) in the case of staff contracted to work all year round, excluding any day which falls on a Bank Holiday but **including** any day which fall within school holiday periods.
 - (b) **School Teaching Staff:** - any day during an academic year when a school is normally open for educational purposes or when staff are in attendance for training purposes but **excluding** any day which falls on a Bank Holiday or within school holiday periods.

3. PRINCIPLES

- 3.1 The Governing Body of Collyhurst Nursery school is committed to ensuring consistency of treatment and fairness and agrees to abide by the statutory requirements set out in the Appraisal Regulations as well as all other relevant employment and equality legislation and guidance. This includes the Employment Rights Act 1996, the Equality Act 2010, the Part Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 2018.
- 3.2 The appraisal process and supporting documentation will be treated with strict confidentiality at all times and the Headteacher (or Governing Body as appropriate) will ensure access to documentation relevant to the appraisal process is only granted to those who need it to be able to carry out their responsibilities as directed.
- 3.3 The Governing Body will ensure appraisers are suitably prepared for carrying out all elements of the appraisal process and will ensure training is made available if necessary.

4. PURPOSE

- 4.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development within the context of the school's improvement plan. It also sets out how the school will improve outcomes for pupils by motivating staff to update their skills and improve their performance.
- 4.2 Appraisal is both a developmental and supportive process designed to ensure that staff are able to continually improve their professional practice. The appraisal process will set objectives and will provide support to ensure staff have the skills they need to carry out their role effectively and with reference to any relevant professional standards.
- 4.3 Appraisal is only one element of the performance management of a member of staff and the appraisal process should be seen in this context.
- 4.4 It is recommended that appraisers use the appraisal process to focus on and support staff wellbeing. Sufficient time within the process should be set aside to discuss work-life balance, health and general wellbeing. Consideration should also be given to completing a stress risk assessment within each appraisal period. The Governing Body is committed to ensuring appraisers are provided with training to ensure they have the range of competencies needed to support staff health and wellbeing. The school may seek advice in relation to how best to support staff well-being from One Education's HR and People service or its HR provider.

5. APPRAISAL PERIOD

- 5.1 The appraisal period in this school will run for **twelve months from September to August** in the majority of cases. Where possible, the appraisal itself should be completed by 30 September and by 31 October for Headteachers.
- 5.2 Staff 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 Headteacher taking into account the duration of their employment contract.
- 5.3 The Headteacher may decide on a longer or shorter appraisal period than twelve months when a member of staff takes up a post other than at the start of the academic year. This may be done with a view to bringing appraisal arrangements into line with the appraisal period applicable to all staff as soon as possible.
- 5.4 Where a member of staff ceases employment other than at the end of the appraisal period applying to them, the appraisal period ends with the last day of such employment.

5.5 For support staff who are new to the school the relevant probationary period assessments as detailed in the National Joint Council (NJC) Green book (National Agreement on Pay and Conditions of Service for Local Government Services) provide an appropriate basis for the setting of short-term objectives until the staff member can be brought into line with the school's normal appraisal cycle.

6. EQUALITY ACT

6.1 The Governing Body acknowledges its duties and obligations under the Equality Act 2010 including its duty under the Public Sector Equality Duty (S149 Equality Act). The Governing Body and the Headteacher will ensure that all those involved in the appraisal process are aware of the school's equality duties and that in the application of this policy, appraisers take a consistent approach with a view to avoiding unlawful discrimination in any form from occurring. The protected characteristics covered by the Equality Act 2010 are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

6.2 In relation to the appraisal process, if a member of staff with a disability is placed at a substantial disadvantage compared to other members of staff who are not disabled, the school will take reasonable steps to try and avoid that disadvantage in line with its duty to make reasonable adjustments. This may entail modifying or changing certain aspects of the appraisal process and may involve for example the provision of auxiliary aids and services.

6.3 Where a member of staff with a disability has been absent from their duties on a long-term basis, this will not prevent them from being appraised. Reasonable adjustments may need to be made to the process however including adjustments to objectives and decisions about performance related pay. When making decisions, appraisers may need to consider evidence from previous years so that the member of staff is not subjected to a disadvantage because of their disability or subjected to unfavourable treatment connected to their disability which cannot be justified as a proportionate means of achieving a legitimate aim.

6.4 Where an employee has part time or fixed term status, this will be taken into account by the school. This may mean for example that a part time member of staff will not have the same number or weight of objectives as a full-time member of staff with comparable experience and responsibilities.

6.5 In relation to members of staff who are pregnant the school will consider conducting an appraisal before they go on maternity leave. In this case any assessment of performance will be based on the evidence to date in the relevant appraisal period. If there is very little to go on in the current appraisal period, account may also be taken of performance in previous appraisal cycles. Alternatively, the school may give the member of staff the opportunity to attend school during their maternity leave (on a KIT day) or to make written representations so that a reliable appraisal can take place and can be recorded in the usual way.

6.6 If there are any language issues affecting a member of staff during the appraisal process these will be reasonably addressed so that discussions and meetings can take place fairly.

7. APPRAISAL MEETINGS

7.1 Appraisal meetings will be arranged in accordance with the following principles: -

- Meetings will normally be scheduled with five school working days' notice;
- For **teaching staff**, appraisal meetings will take place within the established directed time schedule;
- For **support staff** appraisal meetings will take place at an appropriate time during the individual's normal working arrangements;

7.2 If the above arrangements prove to be impracticable, the appraiser will endeavour to agree alternative arrangements that are also acceptable to the appraisee.

8. APPRAISERS

- 8.1 At such a time when a substantive headteacher is in post, the headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 8.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body. The school may be assisted by an adviser from One Education's HR and People team or other HR provider.
- 8.3 The Headteacher will decide who will appraise all other staff in school. Unless otherwise appropriate (as determined by the Headteacher), the appraiser for teachers will normally have Qualified Teacher Status (QTS) and all appraisers will have received appropriate training.
- 8.4 If the Headteacher is interim and contracted to another organisation, they will be subject to their home organisation's appraisal policy and held to account through the MOU. In this case, governors will provide feedback and challenge to the Headteacher's substantive line manager.
- 8.5 In the event of the school appointing a head of school, the Headteacher/Executive Headteacher will undertake their appraisal in collaboration with the chair of governors.

9. STANDARDS AND OBJECTIVES

- 9.1 Before, or as soon as practicable after the start of the appraisal period, the **Governing Body** will inform the **Headteacher** of the standards against which their performance in that appraisal period will be assessed and will set objectives for the Headteacher in respect of that period. The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser referred to above.
- 9.2 Before, or as soon as practicable after the start of each appraisal period, the **Headteacher or employee's line manager** (in cases where the Headteacher has delegated responsibility) will inform each **teacher or member of support staff** as appropriate of the standards against which their performance in that appraisal period will be assessed (see appendix 1). The Headteacher (or line manager as appropriate) will also set objectives for the teacher or member of support staff in respect of that appraisal period. These objectives will directly relate to the standards, eg all standards should be 'secure' by the end of the year.
- 9.3 All those involved in setting objectives must be mindful of the school's duties and obligations under the Equality Act 2010. Appraisers will therefore take into account the effects of an employee's disability when agreeing objectives and this may include making a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.
- 9.4 Standards become more challenging as an employee progresses, as they are written for different roles eg apprentice, TA, lead TA. On appraisal against the standards (October, January, March and July), colleagues will agree a target or targets on which they need to focus to further improve their performance. There are no centrally set targets.

- 9.5 All teachers will be assessed against the set of standards contained in the document entitled “*Teachers’ Standards (guidance for school leaders, school staff and governing bodies)*” published in July 2011 and last updated June 2013. A teacher will need to demonstrate that their practice is consistent with the definitions set out in Part One (teaching) and Part Two (personal and professional conduct). Consideration will also be given to the guidance contained in “the Standards for Teachers’ Professional Development” (July 2016).
- 9.6 The Headteacher or Governing Body (as appropriate) will consider whether teachers should also be assessed against other sets of standards relating to teachers’ performance that may be published by the Secretary of State from time to time and which are relevant to them.
- 9.7 Although non-statutory, the Professional Standards for Teachings Assistants published in June 2016 are used as the basis for TA standards (appendix one)

10. REVIEWS OF PERFORMANCE

- 10.1 The Governing Body believes that observation of key responsibilities is important both to assess performance and to identify any particular strengths and areas for development a member of staff may have and for gaining useful information which can inform school improvement more generally.
- 10.2 All observations will be carried out to support a culture of continuous improvement and will be a developmental activity. This period of observation, meeting with colleagues, talking through key groups and data is known as supervision.
- 10.3 For classroom-based support staff the number of observations will vary depending on the developmental needs of individuals. The principle of ‘proportionate to need’ and reasonableness will apply and will normally be decided through discussion with the employee concerned.
- 10.4 Members of support staff who are not based in the classroom will also be involved in a work review process in a format appropriate to their role. The number of observations will vary depending on the developmental objectives of individual employees and the principle of ‘proportionate to need’ and reasonableness will apply.
- 10.5 Teachers’ performance will, for the purposes of appraisal, be observed on an appropriate and reasonable number of occasions which will as far as possible, be agreed by the appraiser and appraisee based on the individual circumstances of the teacher and the overall needs of the school. Where possible, 5 school working days’ notice of the date and time of the observation will be given and verbal feedback will be provided to the teacher by the end of the next working day with written feedback being given within 5 school working days unless circumstances make this impossible.
- 10.6 Headteachers or other senior leaders with responsibility for learning and teaching standards may also “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of a “drop in” or other observation and the notice to be given will vary depending on the specific circumstances.
- 10.7 Classroom observations of teachers will only be carried out by those who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues. Observations of teachers will be carried out in accordance with the school’s observation protocol attached to this policy at **Appendix 1**.
- 10.8 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

11. DEVELOPMENT AND SUPPORT

- 11.1 The school's continuing professional development (CPD) programme will be informed by development needs identified during the appraisal process. Professional development will be linked to school improvement priorities and also to the on-going professional development needs and priorities of individuals and teams. The Governing Body wishes to encourage a culture in which all staff take responsibility for improving their individual performance through professional development.
- 11.2 The Governing Body will make appropriate but affordable resources available to support staff development arising from the appraisal process. The Headteacher will report as required to the full Governing Body each year on CPD activities.
- 11.3 Where CPD is identified by mutual agreement as key to the improvement of an individual, they will not be held responsible for lack of progress against agreed priorities if the identified and agreed resources are not provided.

12. FEEDBACK

- 12.1 Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence relating to their performance has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.
- 12.2 Where there are concerns about any aspects of an individual's performance they will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and could, for example, include classroom observation alongside or in addition to additional training or visits to other classes/establishments.
- 12.3 Where there are concerns, the appraiser will meet the member of staff formally by way of interim review meeting to: -
- give clear feedback about the nature and seriousness of the concerns;
 - give the individual the opportunity to comment and discuss the concerns;
 - identify any support (e.g. coaching, mentoring, structured or peer observations), that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser (or other person) will review progress but allowing sufficient time for improvement and this may include further supportive observations. The amount of time will be dependent upon the circumstances but will reflect the seriousness and the nature of the concerns;
 - explain the implications and process if no or insufficient improvement is made (i.e. transition to the capability procedure - see below);
 - confirm the timescale for review of progress.
- 12.4 The outcome of any such interim review meeting will be confirmed in writing to the staff member concerned.
- 12.5 When progress is reviewed, if the appraiser is satisfied that the member of staff is making sufficient improvement, this will be acknowledged and the appraisal process will continue as normal.
- 12.6 The employee may be accompanied by a colleague or by a representative from their Trade Union at formal meetings if concerns about performance arise and there is a possibility that there could be a transition to the school's formal capability procedure.

13. TRANSITION TO CAPABILITY PROCEDURE

- 13.1 Where there is insufficient evidence of progress against objectives at interim review meetings or at the end of a cycle of support, a **final review meeting** may be held to review the weakness in performance, to consider the evidence and to reflect upon whether or not the appraisal process should cease and management of the performance concerns should be dealt with via the school's formal capability policy and procedure.
- 13.2 In the event that a final review meeting is held, it is important to remember that this meeting is still part of the school's appraisal process and does not form part of the formal capability procedure. The employee, the appraiser and the Headteacher will normally be present at the final review meeting and, as the outcome of the meeting may have serious consequences, the employee will be encouraged to be accompanied by a colleague or their Trade Union representative. The person conducting the meeting on behalf of the school may be assisted and accompanied by an adviser from One Education's HR and People Service or other nominated HR provider.
- 13.3 At least five school working days' notice will be given for the final review meeting. The review meeting will consider:
- the evidence which has given rise to specific concerns about the employee's performance;
 - the seriousness of the concerns and their impact on the performance of the school;
 - the support that has been provided to the employee to date;
 - the time for which the concerns have persisted and over which the support has been provided;
 - any degree of improvement that has been achieved and whether or not this has been sustained;
 - the extent to which the employee has shown insight and engaged with the support provided throughout the appraisal process;
 - any mitigating factors.
- 13.4 Once the above matters have been considered, the Headteacher will confirm the decision in writing to the employee, normally within five school working days. The decision will be **either** to continue with appraisal procedure **or** that the employee's performance will be managed under the school's capability procedure and that they will be invited to a formal capability meeting. The process will then be conducted in accordance with the school's formal capability policy and procedure.
- 13.5 In the case of a Headteacher, the Chair of Governors will normally conduct formal capability and review meetings. In the case of other employees, the line manager who has been appraising the employee will normally conduct formal capability and review meetings.

14. ANNUAL ASSESSMENT

- 14.1 Each teacher's and member of support staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.
- 14.2 The assessment is the end point to the annual appraisal cycle but assessment of performance and development priorities will also be reviewed throughout the year. Appraisers may arrange less formal 'catch-ups' alongside routine management arrangements.
- 14.3 Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. In this case, colleagues are expected to achieve secure for all of the criteria set. There may be cases where one criterion at 'developing' is allowed, such as them being new to role.
- 14.4 All members of staff will receive their **written appraisal report** as soon as is practicable following the end of each appraisal period and will have the opportunity to comment in writing on this.

14.5 The written appraisal report will be a summary paragraph on their appraisal document and will include:

- an assessment of the teacher's or member of support staff's performance of their role and responsibilities against the objectives and the relevant standards and their level of responsibility and experience;
- an assessment of the teacher's or member of support staff's training and professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant in accordance with the school's pay policy (see separate policy document). For teachers, pay recommendations need to be made by 31st October and for Headteachers by 31st December.

14.6 A review meeting will take place to discuss the content of the appraisal report and any further action required. Objectives for the next appraisal period may be discussed and set at this meeting or a separate meeting may be arranged for that purpose.

14.7 The assessment of the employee's performance and of training and development needs will inform the planning process for the following appraisal period.

15. RETENTION OF DOCUMENTS

15.1 Appraisal documentation will be retained in school for a period of 6 years after the end of the appraisal cycle in a secure place and in accordance with current data protection requirements and will then be destroyed. In exceptional circumstances, the school's appraisal practices could be subject to an internal audit by the Local Authority or other body. Assessment paperwork might be reviewed for this purpose.

16. MONITORING AND EVALUATION

16.1 The Governing Body will review the impact of appraisal annually.

16.2 The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy. The report will not contain any information which will enable any individual to be identified. The report will include the following: -

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal arrangements;
- any identified training and development needs;
- instances where the training and development set out in the training and development annex of an appraisal has not been provided with a brief explanation;
- number of employees who have fully achieved objectives;
- number of employees who have partially achieved objectives but with acceptable reasons;
- number of employees who have partially achieved objectives with unacceptable reasons;
- number of employees who have not achieved their objectives.
- an indication as to whether for any employees not achieving or only partially achieving their objectives, there may be a link to a protected characteristic which needs to be considered and/or explored further.
- Any other equality impacts of the school's appraisal policy.

17. OFSTED

17.1 Governors are aware that as part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement and if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management. Ofsted inspectors may ask to have sight of anonymised data from the last three years that illustrates the numbers of teaching staff who have: -

- progressed along the main pay range;
- progressed to and through the upper pay range;
- progressed along the leadership scale; and
- received additional responsibility payments such as TLRs and SEN allowances.

17.2 Governors will ensure that Inspectors will see a correlation between the pattern of pay progression and the improvements made to the overall quality of teaching and learning within the school.

APPENDIX 1 Appraisal criteria

Apprentice TA

	1a. Have proper professional regard for the ethos, values, policies and practices of the school.	1b. Have regard for the need to safeguard pupils' wellbeing.	2a. Demonstrate skills and expertise in understanding and assessing the knowledge of all pupils.	2b. Demonstrate a level of subject and curriculum knowledge	3a. Demonstrate an informed and efficient approach to teaching and learning	3b. Maintain a stimulating and safe learning environment	4a. Work effectively with colleagues to ensure that the needs of all pupils are met	4b. Contribute to planning and lesson design, so that teachers are informed by TA perspectives
Apprentice								
Apprentice not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
Apprentice developing	Has a developing understanding of school policies and practices. Understands the importance of acting in a professional manner.	Understands the importance of safeguarding processes, has undertaken training and knows how to report concerns. May be developing familiarity with access to systems, but this does not delay the reporting of concerns.	Enters assessment scores into school systems accurately.	Is developing an understanding and knowledge of subjects and the curriculum for the year group in which they work. Has not yet developed knowledge beyond this.	Provides and prepares resources under the direction of the teacher, which support the teaching and learning of pupils.	Supports the development of the learning environment by keeping it tidy.	Knows who to ask for help and how to find out more information about how to help pupils with additional needs.	Engages with pre-lesson briefings by the teacher. Provides feedback to the teacher on the success of lessons.
Apprentice secure	Consistently acts in a manner which is in line with the code of conduct. Understands and can articulate the ethos and values of the school. Adheres to the code of conduct.	Has undertaken all relevant training and applies it in practice. Knows what to look out for and who to report concerns to. Is professionally inquisitive. Conducts wellbeing screening to good effect.	Under the teacher's direction, undertakes assessment of pupils' knowledge and skills, including baselines for new children.	Has a firm knowledge of the curriculum and subject content from the year group in which they are based, and those either side. So that children can be supported to make links in their learning.	Provides and prepares resources in a timely and efficient manner which support the teaching of pupils.	Maintains a tidy and orderly learning environment with resources and equipment prepared and organised.	Proactively seeks out the support of colleagues and information such as ILPs and EHCPs, applies this information in supporting children to do well.	Works with the teacher to consider how lesson resources and delivery will be best adapted for key pupils/groups.

Apprentice expert	Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.	Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Undertakes the wellbeing screening diligently and accurately. Understands contextual safeguarding risks and is alert to them.	Undertakes assessments routinely, such as baselines and screening. Makes effective use of questioning when working with children to check what they have/have not understood. Provides timely and accurate feedback on this assessment to help pupils learn.	Has a strong knowledge of the curriculum and subject content from across the year groups and subjects. So that links can be highlighted to children, misconceptions identified and preempted.	Prepares and adapts resources to suit the individual needs of children, with consideration of their ILPs and EHCPs. Prepares and makes use of pre-published resources to provide interventions and boosters.	Keeps the learning environment tidy, safe and functional with resources. Maintains and creates quality displays which enhance the learning environment.	Works with the teacher to ensure that children across the whole class have their needs met. Has an excellent knowledge of what children need in order to succeed. Adapts resources and support to enable this.	Identifies which children will need additional support and how best to provide this, when considering the plan for a lesson.
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TA

	1a. Have proper professional regard for the ethos, values, policies and practices of the school.	1b. Have regard for the need to safeguard pupils' wellbeing.	2a. Demonstrate skills and expertise in understanding and assessing the knowledge of all pupils.	2b. Demonstrate a level of subject and curriculum knowledge	3a. Demonstrate an informed and efficient approach to teaching and learning	3b. Maintain a stimulating and safe learning environment	4a. Work effectively with colleagues to ensure that the needs of all pupils are met	4b. Contribute to planning and lesson design, so that teachers are informed by TA perspectives
TA not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
TA not yet	Has a developing understanding of school policies and practices. Understands the importance of acting in a professional manner.	Understands the importance of safeguarding processes, has undertaken training and knows how to report concerns. May be developing familiarity with access to systems, but this does not delay the reporting of concerns.	Enters assessment scores into school systems accurately.	Is developing an understanding and knowledge of subjects and the curriculum for the year group in which they work. Has not yet developed knowledge beyond this.	Provides and prepares resources under the direction of the teacher, which support the teaching and learning of pupils.	Supports the development of the learning environment by keeping it tidy.	Knows who to ask for help and how to find out more information about how to help pupils with additional needs.	Engages with pre-lesson briefings by the teacher. Provides feedback to the teacher on the success of lessons.
TA developing	Consistently acts in a manner which is in line with the code of conduct. Understands and can articulate the ethos and values of the school. Adheres to the code of conduct.	Has undertaken all relevant training and applies it in practice. Knows what to look out for and who to report concerns to. Is professionally inquisitive. Conducts wellbeing screening to good effect.	Under the teacher's direction, undertakes assessment of pupils' knowledge and skills, including baselines for new children.	Has a firm knowledge of the curriculum and subject content from the year group in which they are based, and those either side. So that children can be supported to make links in their learning.	Provides and prepares resources in a timely and efficient manner which support the teaching of pupils.	Maintains a tidy and orderly learning environment with resources and equipment prepared and organised.	Proactively seeks out the support of colleagues and information such as ILPs and EHCPs, applies this information in supporting children to do well.	Works with the teacher to consider how lesson resources and delivery will be best adapted for key pupils/groups.

<p>TA secure</p>	<p>Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.</p>	<p>Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Undertakes the wellbeing screening diligently and accurately. Understands contextual safeguarding risks and is alert to them.</p>	<p>Undertakes assessments routinely, such as baselines and screening. Makes effective use of questioning when working with children to check what they have/have not understood. Provides timely and accurate feedback on this assessment to help pupils learn.</p>	<p>Has a strong knowledge of the curriculum and subject content from across the year groups and subjects. So that links can be highlighted to children, misconceptions identified and preempted.</p>	<p>Prepares and adapts resources to suit the individual needs of children, with consideration of their ILPs and EHCPs. Prepares and makes use of pre-published resources to provide interventions and boosters.</p>	<p>Keeps the learning environment tidy, safe and functional with resources. Maintains and creates quality displays which enhance the learning environment.</p>	<p>Works with the teacher to ensure that children across the whole class have their needs met. Has an excellent knowledge of what children need in order to succeed. Adapts resources and support to enable this.</p>	<p>Identifies which children will need additional support and how best to provide this, when considering the plan for a lesson.</p>
<p>TA expert</p>	<p>Actively leads on promoting the school's ethos and values through lead TA work. Supports the implementation and development of whole school policies and practices. Adheres to the code of conduct.</p>	<p>Proactively contributes to the development of the school's culture of safeguarding, dynamically assessing and reducing risk around school. Provides support where needed to the pastoral team on attendance, wellbeing etc.</p>	<p>Makes effective use of assessment in a range of contexts, including non-academic assessment such as wellbeing screen and boxall profiles. Supports the implementation of statutory assessment, ensuring that administration guidance is followed at all times.</p>	<p>Has a level of subject and curriculum knowledge which means that they are comfortable covering/teaching classes in a range of subjects.</p>	<p>Teaches small groups for boosters and interventions with confidence, designing and selecting appropriate resources to support learners.</p>	<p>Ensures that learning environments and common areas are tidy and well presented in a way which supports learning.</p>	<p>Actively identifies the needs of pupils, working with the teacher and other colleagues to provide high quality support to all children. Scaffolds learning so that children make excellent progress.</p>	<p>Has a strong and purposeful relationship with colleagues, ensuring that open and constructive dialogue about lessons and pupil support is ongoing. Plans effectively for own sessions.</p>

Lead TA

	1a. Have proper professional regard for the ethos, values, policies and practices of the school.		2a. Demonstrate skills and expertise in understanding and assessing the knowledge of all pupils.		3a. Demonstrate an informed and efficient approach to teaching and learning		4a. Work effectively with colleagues to ensure that the needs of all pupils are met	4b. Contribute to planning and lesson design, so that teachers are informed by TA perspectives
Lead		1b. Have regard for the need to safeguard pupils' wellbeing.		2b. Demonstrate a level of subject and curriculum knowledge		3b. Maintain a stimulating and safe learning environment		
Lead TA not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
Lead TA developing	Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.	Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Undertakes the wellbeing screening diligently and accurately. Understands contextual safeguarding risks and is alert to them.	Undertakes assessments routinely, such as baselines and screening. Makes effective use of questioning when working with children to check what they have/have not understood. Provides timely and accurate feedback on this assessment to help pupils learn.	Has a strong knowledge of the curriculum and subject content from across the year groups and subjects. So that links can be highlighted to children, misconceptions identified and pre-empted.	Prepares and adapts resources to suit the individual needs of children, with consideration of their ILPs and EHCPs. Prepares and makes use of pre-published resources to provide interventions and boosters.	Keeps the learning environment tidy, safe and functional with resources. Maintains and creates quality displays which enhance the learning environment.	Works with the teacher to ensure that children across the whole class have their needs met. Has an excellent knowledge of what children need in order to succeed. Adapts resources and support to enable this.	Identifies which children will need additional support and how best to provide this, when considering the plan for a lesson.
Lead TA secure	Actively leads on promoting the school's ethos and values through lead TA work. Supports the implementation and development of whole school policies and practices. Adheres to the code of conduct.	Proactively contributes to the development of the school's culture of safeguarding, dynamically assessing and reducing risk around school. Provides support where needed to the pastoral team on attendance, wellbeing etc.	Makes effective use of assessment in a range of contexts, including non-academic assessment such as wellbeing screen and boxall profiles. Supports the implementation of statutory assessment, ensuring that administration guidance is followed at all times.	Has a level of subject and curriculum knowledge which means that they are comfortable covering/teaching classes in a range of subjects.	Teaches small groups for boosters and interventions with confidence, designing and selecting appropriate resources to support learners.	Ensures that learning environments and common areas are tidy and well presented in a way which supports learning.	Actively identifies the needs of pupils, working with the teacher and other colleagues to provide high quality support to all children. Scaffolds learning so that children make excellent progress.	Has a strong and purposeful relationship with colleagues, ensuring that open and constructive dialogue about lessons and pupil support is ongoing. Plans effectively for own sessions.

Lead TA expert	Consults with colleagues on the development of systems, policies and approaches, to ensure that they have the highest possible impact. Actively promotes the values and ethos in all interactions with adults and pupils. Adheres to the code of conduct.	Supports other colleagues in developing their awareness of safeguarding and how to support pupils' wellbeing. Has a strong understanding of contextual safeguarding risks and how ACES can impact on pupils.	Supports other colleagues in developing their awareness of and ability to use assessment. Both formal in terms of baselines and screening, and formative assessment through questioning in class.	Has a level of subject and curriculum knowledge which means that they are comfortable covering/teaching a range of classes in a range of subjects.	Teaches classes with confidence, from pre-prepared plans, adapting planning and teaching to suit the needs of children.	Supports others in maintaining and upholding high standards of learning environment and management of resources. Including taking pride in communal areas.	Is astutely aware of key group performance data and provides targeted support to improve this, ensuring that all children, including those classed as disadvantaged or having SEND achieve well.	Plans for key pupils/focus groups to whom additional support is being provided. Evaluates own delivery and considers the impact of this on pupil progress to ensure that it is maximised.
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Apprentice support staff

Apprentice	1a. Have proper professional regard for the ethos, values, policies and practices of the school.	1b. Have regard for the need to safeguard pupils' wellbeing.	2a. Demonstrate skills and expertise in undertaking your role	2b. Demonstrate a knowledge of any statutory processes relating to your role, including H&S	3a. Understand how your role directly and indirectly relates to pupils' achievement, and work to maximise this.	3b. Maintain a stimulating and safe learning and working environment	4a. Work effectively with colleagues to ensure that the school operates efficiently, and to good effect	4b. Communicate effectively with a wide range of audiences
Apprentice not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
Apprentice developing	Has a developing understanding of school policies and practices. Understands the importance of acting in a professional manner.	Understands the importance of safeguarding processes, has undertaken training and knows how to report concerns. May be developing familiarity with access to systems, but this does not delay the reporting of concerns.	Completes tasks given in a timely manner. Asks for help and training when it is needed. Is beginning to develop fluency of understanding with systems and processes.	Follows processes as instructed but is developing understanding of the reasons for them. Maintains site security and standards of health and safety at all times. Undertakes all statutory training in a timely manner.	Understands that the children are at the centre of everything we do. Is beginning to understand and articulate their part in this.	Helps to maintain a positive, organised and welcoming working environment; both in physical terms and in terms of the climate in which colleagues work.	Follows instruction and completes all tasks in a timely manner, to a good standard. Is beginning to develop initiative.	Consistently communicates in a professional and welcoming tone. Maintains confidentiality.

Apprentice secure	Consistently acts in a manner which is in line with the code of conduct and school values. Understands and can articulate the ethos and values of the school. Adheres to the code of conduct.	Has undertaken all relevant training and applies it in practice. Knows what to look out for and who to report concerns to.. Is professionally inquisitive.	Completes work on time, effectively manages workload and is open with managers about capacity. Requests and engages with training and feedback to improve.	Understands and follows any statutory processes relevant to the role, such as compliance checks and H&S processes. Undertakes all statutory training with diligence and in a timely manner.	Understands that the children are at the centre of everything we do. Understands and can articulate and articulate their part in this. Feels a sense of being part of the wider team and sharing the common purpose of the school.	Helps to maintain a positive working environment, which is a pleasure to work in. Maintains a tidy, orderly and well organised physical environment which supports its function and H&S.	Seek guidance when needed, including relating to wellbeing. Work with colleagues in a range of roles, positively and with a team attitude. Work as directed in the time frame set.	Communicate with professionalism and positivity at all times. Engages proactively with emails and bulletins. Maintain confidentiality at all times.
Apprentice expert	Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.	Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Understands contextual safeguarding risks and is alert to them.	Completes all tasks given in an agreed timescale and to a good standard. Makes proactive use of time, ensuring that none is wasted. Requests training and support which will enhance role and understanding.	Understands and upholds the staff-wide responsibility for statutory processes such as those involving attendance, health and safety and site security. Engages positively with all training and seeks out more when needed.	Understands and can articulate how the children are central to all action and decisions in school. Knows and can articulate how their role supports children's development both directly and indirectly. Has a strong sense of team and joint purpose.	Supports the maintenance of the working environment and wider school environment in a positive and proactive way. Helps to keep a positive sense of team across school and is driven by common purpose.	Seeks guidance when needed, including relating to wellbeing. Operates within systems efficiently and makes observations and suggestions on how the systems in which they work can be improved.	Supports the communication of the wider team and beyond. Embodies the school's values in how they communicate with others, both internally and externally.

Support staff

Main scale	1a. Have proper professional regard for the ethos, values, policies and practices of the school.	1b. Have regard for the need to safeguard pupils' wellbeing.	2a. Demonstrate skills and expertise in undertaking your role	2b. Demonstrate a knowledge of any statutory processes relating to your role, including H&S	3a. Understand how your role directly and indirectly relates to pupils' achievement, and work to maximise this.	3b. Maintain a stimulating and safe learning and working environment	4a. Work effectively with colleagues to ensure that the school operates efficiently, and to good effect	4b. Communicate effectively with a wide range of audiences
not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
developing	Consistently acts in a manner which is in line with the code of conduct and school values. Understands and can articulate the ethos and values of the school. Adheres to the code of conduct.	Has undertaken all relevant training and applies it in practice. Knows what to look out for and who to report concerns to.. Is professionally inquisitive.	Completes work on time, effectively manages workload and is open with managers about capacity. Requests and engages with training and feedback to improve.	Understands and follows any statutory processes relevant to the role, such as compliance checks and H&S processes. Undertakes all statutory training with diligence and in a timely manner.	Understands that the children are at the centre of everything we do. Understands and can articulate and articulate their part in this. Feels a sense of being part of the wider team and sharing the common purpose of the school.	Helps to maintain a positive working environment, which is a pleasure to work in. Maintains a tidy, orderly and well organised physical environment which supports its function and H&S.	Seek guidance when needed, including relating to wellbeing. Work with colleagues in a range of roles, positively and with a team attitude. Work as directed in the time frame set.	Communicate with professionalism and positivity at all times. Engages proactively with emails and bulletins. Maintain confidentiality at all times.
secure	Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.	Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Understands contextual safeguarding risks and is alert to them.	Completes all tasks given in an agreed timescale and to a good standard. Makes proactive use of time, ensuring that none is wasted. Requests training and support which will enhance role and understanding.	Understands and upholds the staff-wide responsibility for statutory processes such as those involving attendance, health and safety and site security. Engages positively with all training and seeks out more when needed.	Understands and can articulate how the children are central to all action and decisions in school. Knows and can articulate how their role supports children's development both directly and indirectly. Has a strong sense of team and joint purpose.	Supports the maintenance of the working environment and wider school environment in a positive and proactive way. Helps to keep a positive sense of team across school and is driven by common purpose.	Seeks guidance when needed, including relating to wellbeing. Operates within systems efficiently and makes observations and suggestions on how the systems in which they work can be improved.	Supports the communication of the wider team and beyond. Embodies the school's values in how they communicate with others, both internally and externally.
expert	Actively leads on promoting the school's ethos and values through leadership work. Supports the implementation and	Proactively contributes to the development of the school's culture of safeguarding, dynamically assessing and	Has specialist skills and expertise in role-specific areas. Supports other staff by imparting this knowledge onto them. Provides training and	Leads on the implementation of processes which keep all children, staff and visitors safe in school. Ensures that they and teams	Demonstrates and helps others to see that children are central to all that we do. Promotes a sense of team and shared purpose	Proactively leads on maintaining a positive work environment. Supports and always considers the well-being and	Always seeks to find more efficient and cost effective ways of working. Actively promotes the wellbeing and manageable	Takes a leading role in ensuring that levels of communication within the team are consistently high and that parents are

	development of whole school policies and practices. Adheres to the code of conduct.	reducing risk around school. Provides support where needed to children and families.	feedback to others where needed, and identifies when additional training may be needed for team members.	understand the severity and value of any statutory process. Models being 'hands on' in these processes.	across all roles. Can articulate, and helps others to understand their role in relation to children's success.	workload of teams. Models and upholds the school's high standards.	workload of teams.	always well informed. Communicates formally through a range of media.
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Lead support staff

	1a. Have proper professional regard for the ethos, values, policies and practices of the school.	1b. Have regard for the need to safeguard pupils' wellbeing.	2a. Demonstrate skills and expertise in undertaking your role	2b. Demonstrate a knowledge of any statutory processes relating to your role, including H&S	3a. Understand how your role directly and indirectly relates to pupils' achievement, and work to maximise this.	3b. Maintain a stimulating and safe learning and working environment	4a. Work effectively with colleagues to ensure that the school operates efficiently, and to good effect	4b. Communicate effectively with a wide range of audiences
Lead								
Lead not yet	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain	Does not yet demonstrate this domain
Lead developing	Promotes the values and ethos of the school through their daily work. Understands and applies the principles of nurture whilst having high expectations. Adheres to the code of conduct.	Knows children well, and as such notices changes in presentation and/or behaviour, even when subtle. Uses systems to report these changes and concerns. Understands contextual safeguarding risks and is alert to them.	Completes all tasks given in an agreed timescale and to a good standard. Makes proactive use of time, ensuring that none is wasted. Requests training and support which will enhance role and understanding.	Understands and upholds the staff-wide responsibility for statutory processes such as those involving attendance, health and safety and site security. Engages positively with all training and seeks out more when needed.	Understands and can articulate how the children are central to all action and decisions in school. Knows and can articulate how their role supports children's development both directly and indirectly. Has a strong sense of team and joint purpose.	Supports the maintenance of the working environment and wider school environment in a positive and proactive way. Helps to keep a positive sense of team across school and is driven by common purpose.	Seeks guidance when needed, including relating to wellbeing. Operates within systems efficiently and makes observations and suggestions on how the systems in which they work can be improved.	Supports the communication of the wider team and beyond. Embodies the school's values in how they communicate with others, both internally and externally.
Lead secure	Actively leads on promoting the school's ethos and values through leadership work. Supports the implementation and development of whole school	Proactively contributes to the development of the school's culture of safeguarding, dynamically assessing and reducing risk	Has specialist skills and expertise in role-specific areas. Supports other staff by imparting this knowledge onto them. Provides training and feedback to others where needed, and identifies when additional	Leads on the implementation of processes which keep all children, staff and visitors safe in school. Ensures that they and teams understand the	Demonstrates and helps others to see that children are central to all that we do. Promotes a sense of team and shared purpose across all roles. Can articulate, and	Proactively leads on maintaining a positive work environment. Supports and always considers the well-being and workload of teams. Models	Always seeks to find more efficient and cost effective ways of working. Actively promotes the wellbeing and manageable	Takes a leading role in ensuring that levels of communication within the team are consistently high and that parents are always well informed.

	<p>polices and practices. Adheres to the code of conduct.</p>	<p>around school. Provides support where needed to children and families.</p>	<p>training may be needed for team members.</p>	<p>severity and value of any statutory process. Models being 'hands on' in these processes.</p>	<p>helps others to understand their role in relation to children's success.</p>	<p>and upholds the school's high standards.</p>	<p>workload of teams.</p>	<p>Communicates formally through a range of media.</p>
<p>Lead expert</p>	<p>Consults with colleagues on the development of systems, policies and approaches, to ensure that they have the highest possible impact. Actively promotes the values and ethos in all interactions with adults and pupils. Adheres to the code of conduct.</p>	<p>Supports other colleagues in developing their awareness of safeguarding and how to support pupils' wellbeing. Has a strong understanding of contextual safeguarding risks and how ACES can impact on pupils.</p>	<p>Adopts a wider role in supporting the school and trust's development, using their specialist knowledge and skills. Ensures that this knowledge and skills is not solely held by them and actively contingency/succession plans for business continuity.</p>	<p>Supports the development of processes and systems to increase the efficacy, safety and compliance of the school in all aspects, even those beyond their role. Is 'hands on' in upholding these standards and actively promotes this in others.</p>	<p>Understands their role and its value in the wider context of children and families across the trust. Articulates how we are all essential cogs in a machine which enables success of children and families. Proactively promotes this across teams.</p>	<p>Promotes the trust beyond the schools, engaging with wider networks and sharing good practice.</p>	<p>Is innovative and looks beyond the normal to find ways to make the school operate with maximum efficiency, cost effectiveness and optimised staff workload. Makes use of wider networks and research to inform this.</p>	<p>Supports the school and trust's positive external communication and profile through a range of media and networks.</p>

Teachers (not ECTs)

	1. Set high expectations that inspire, motivate and challenge pupils	2. Promote good progress and outcomes by pupils	3. Demonstrate good subject and curriculum knowledge	4. Plan and teach well-structured lessons	5. Adapt teaching to respond to the strengths and needs of all pupils	6. Make accurate and productive use of assessment	7. Manage behaviour effectively to ensure a good and safe learning environment	8. Fulfil wider professional responsibilities
M3/4								
M3/4 not yet	Does not yet demonstrate high expectations of pupils.	Does not yet promote good outcomes by pupils.	Does not yet demonstrate good subject and curriculum knowledge	Does not yet plan and teach well-structured lessons	Does not yet adapt teaching to respond to the strengths and needs of all pupils	Does not yet make accurate and productive use of assessment	Does not yet manage behaviour effectively	Does not yet fulfil wider professional responsibilities
M3/4 developing	Communicates a belief in the academic potential of all children, by creating a positive and orderly environment where making mistakes and learning from them are part of daily routine.	Understand working memory, cognitive load, how to break learning down into smaller steps and enabling pupils to attend to learning. Applies this knowledge in their teaching. As a result, children make at least expected progress, relative to start points.	Resources which are aligned to the curriculum are used, with explanations that are clearly underpinned by sufficient subject knowledge. Teachers are beginning to develop an understanding of misconceptions, including common misconceptions.	Breaks learning down into logical, manageable steps. Explains and demonstrates each step clearly, with quality explanations, demonstrations and models.	Is aware of the strengths and support needs of the class and adapts teaching to meet these needs. Works with the SENDCo and other colleagues to develop ability to enable success of a range of pupils. Actively contributes to the development of pupils' PLPs and EHCPs. Ensures that PLPs are always on time and up to date.	Understands the role of assessment in terms of statutory/national testing, as well as in teaching and learning. Makes effective use of questioning in lesson and more formal assessment to understand what pupils know, and how best to support them to make progress.	Fosters an inclusive environment, which supports everyone. Shows a clear understanding of and is beginning to consistently apply the principles of nurture. Applies and upholds whole school behaviour systems and routines consistently. Communicates well with parents/carers.	Communicates and engages well with colleagues, parents and wider professionals. Engages well with training and support. Provides a high quality ESA and maintains a purposeful working environment in line with the school's expectations. Supports the upholding of expectations in communal areas.
M3/4 secure	Maintains an orderly environment, rooted in well-established routines and mutual respect in which children flourish. Learning time is routinely well used. Teachers have clear ambition for all children.	Applies cognitive science to the design of lessons, sequences of learning and teaching so that the vast majority of children, including those from all key groups, make excellent progress.	Has a good level of subject knowledge, which is clear in high quality explanations. Is adept in teaching synthetic phonics and mastery maths, with an appropriate focus on key knowledge and vocabulary.	Makes very effective use of all lesson time, providing high quality models and scaffolding to support pupils' success. Makes astute use of out of class learning (homework) to further promote good outcomes.	Uses assessment to understand pupils' strengths and needs, and plans accordingly. Contributes actively to the development of ambitious individual targets in ILPs and EHCPs. Demonstrates understanding of the role of the teacher as the one responsible for SEND provision and ensures that it is consistently high quality in class. Promotes an inclusive environment in which all pupils feel valued,	Routinely applies a range of assessments, including formative and summative, pre and post. Maintains up to date assessment record and inputs accurate assessment judgements into trackers. Uses this assessment data to inform targeted teaching and next steps.	Motivates children through high quality relationships. Has a clear understanding of and consistently applies the principles of nurture. Creates an inclusive environment in which all children can flourish. Embeds clear and consistent expectations and routines. Upholds all school systems routinely. Involves parents/carers with supporting their child's behaviour. Has an	Communicates and engages proactively with parents and wider professionals in securing support for children. Including in person and through electronic communication. Provides a high quality ESA and maintains a stimulating working environment in line with the school's expectations. Proactively supports the upholding of

					represented and accepted.		understanding of ACES and their impact.	expectations in communal areas.
M3/4 expert	Children respond positively to high expectations, which are set out in well embedded routines, exceptionally well maintained environment (which is a model to others) and a culture of mutual respect. Learning time is consistently exceptionally well used. There is clear high ambition for all learners.	Children's outcomes are excellent as a result of astute use of assessment, application of cognitive science and targeted teaching. Children who are disadvantaged, or have SEND are exceptionally well supported to meet teachers' high expectations.	Is adept at identifying and pre-empting common misconceptions when teaching, resulting in pupils achieving exceptionally well. Provides excellent explanations. Develops pupils' literacy skills through teaching a wide range of subjects.	Plans highly impactful learning sequences, both over a series of lessons and within lessons. Uses high quality models and explanations which are firmly built upon the prior knowledge of pupils.	Makes astute use of assessment and the information available to them, to identify where pupils need more support or challenge. Proactively supported the development of ILPs and EHCPs, ensuring that identified provision is routinely provided. Is very aware of the protected characteristics and ensures that teaching and resources promote equality.	Astutely analyses data from assessments to identify key group performance, and implements actions to improve this, so that all children achieve well. Understands and uses data beyond the academic, to develop a holistic picture of child development.	Actively seeks to raise the aspirations of children, including through consideration of their career/future choices. Clearly understands and applies the principles of nurture and consistent whole school systems. Works closely with parents to support children with their behaviour. Has a good understanding of ACES and their impact.	Makes a proactive contribution to the school beyond their own tidy classroom. Supports colleagues in proactively engaging with parents and wider professionals. Ensures that ESA is consistently exceptional. Leads in the maintaining of expectations in communal spaces.

More experienced teachers

M5/6+	1. Set high expectations that inspire, motivate and challenge pupils	2. Promote good progress and outcomes by pupils	3. Demonstrate good subject and curriculum knowledge	4. Plan and teach well-structured lessons	5. Adapt teaching to respond to the strengths and needs of all pupils	6. Make accurate and productive use of assessment	7. Manage behaviour effectively to ensure a good and safe learning environment	8. Fulfil wider professional responsibilities
M5/6+ not yet	Does not yet demonstrate high expectations of pupils.	Does not yet promote good outcomes by pupils.	Does not yet demonstrate good subject and curriculum knowledge	Does not yet plan and teach well-structured lessons	Does not yet adapt teaching to respond to the strengths and needs of all pupils	Does not yet make accurate and productive use of assessment	Does not yet manage behaviour effectively	Does not yet fulfil wider professional responsibilities
M5/6+ developing	Maintains an orderly environment, rooted in well-established routines and mutual respect in which children flourish. Learning time is routinely well used. Teachers have clear ambition for all children.	Applies cognitive science to the design of lessons, sequences of learning and teaching so that the vast majority of children, including those from all key groups, make excellent progress.	Has a good level of subject knowledge, which is clear in high quality explanations. Is adept in teaching synthetic phonics and mastery maths, with an appropriate focus on key knowledge and vocabulary.	Makes very effective use of all lesson time, providing high quality models and scaffolding to support pupils' success. Makes astute use of out of class learning (homework) to further promote good outcomes.	Uses assessment to understand pupils' strengths and needs, and plans accordingly. Contributes actively to the development of ambitious individual targets in ILPs and ECHPs. Demonstrates understanding of the role of the teacher as the one responsible for SEND provision and ensures that it is consistently high quality in class. Promotes an inclusive environment in which all pupils feel valued, represented and accepted.	Routinely applies a range of assessments, including formative and summative, pre and post. Maintains up to date assessment record and inputs accurate assessment judgements into trackers. Uses this assessment data to inform targeted teaching and next steps.	Motivates children through high quality relationships. Has a clear understanding of and consistently applies the principles of nurture. Creates an inclusive environment in which all children can flourish. Embeds clear and consistent expectations and routines. Upholds all school systems routinely. Involves parents/carers with supporting their child's behaviour. Has an understanding of ACES and their impact.	Communicates and engages proactively with parents and wider professionals in securing support for children. Including in person and through electronic communication. Provides a high quality ESA and maintains a stimulating working environment in line with the school's expectations. Proactively supports the upholding of expectations in communal areas.

M5/6+ secure	Children respond positively to high expectations, which are set out in well embedded routines, exceptionally well maintained environment (which is a model to others) and a culture of mutual respect. Learning time is consistently exceptionally well used. There is clear high ambition for all learners.	Children's outcomes are excellent as a result of astute use of assessment, application of cognitive science and targeted teaching. Children who are disadvantaged, or have SEND are exceptionally well supported to meet teachers' high expectations.	Is adept at identifying and pre-empting common misconceptions when teaching, resulting in pupils achieving exceptionally well. Provides excellent explanations. Develops pupils' literacy skills through teaching a wide range of subjects.	Plans highly impactful learning sequences, both over a series of lessons and within lessons. Uses high quality models and explanations which are firmly built upon the prior knowledge of pupils.	Makes astute use of assessment and the information available to them, to identify where pupils need more support or challenge. Proactively supported the development of ILPs and EHCPs, ensuring that identified provision is routinely provided. Is very aware of the protected characteristics and ensures that teaching and resources promote equality.	Astutely analyses data from assessments to identify key group performance, and implements actions to improve this, so that all children achieve well. Understands and uses data beyond the academic, to develop a holistic picture of child development.	Actively seeks to raise the aspirations of children, including through consideration of their career/future choices. Clearly understands and applies the principles of nurture and consistent whole school systems. Works closely with parents to support children with their behaviour. Has a good understanding of ACES and their impact.	Makes a proactive contribution to the school beyond their own tidy classroom. Supports colleagues in proactively engaging with parents and wider professionals. Ensures that ESA is consistently exceptional. Leads in the maintaining of expectations in communal spaces.
M5/6+ expert	The culture of high expectation and ambition for all is palpable. Routines are exceptionally well embedded. The learning environment is excellent and a model to all others.	There is a clear ability to understand and articulate the role of cognitive science in teaching. Alongside astute assessment and response, its application result in children achieving exceptionally well.	Can provide support to colleagues on the development of their subject knowledge. Understands and articulates the value of educational research in developing pedagogy and impacting on pupils' outcomes	Plans and delivers extremely effective sequences of learning in a range of subjects. Uses high quality models and provides scaffolds to those who need more support and those who are aiming to exceed.	Has an excellent understanding of pupils' needs and areas of strength. Uses assessment and data to identify and demonstrate this confidently. Plans learning sequences which build upon current ability but close the gap for all key groups, ensuring that children with additional needs perform extremely well. Fosters an inclusive environment in the class, which promotes equality and opportunity for all.	Is able to use assessment data to draw wider conclusions, including reviewing the efficacy of programmes of learning and interventions. Readily links the findings of assessment to current educational research, such as that produced by the EEF.	Has a strong understanding of SEMH, demonstrating good practice in supporting children with this and supporting colleagues in developing their own application of SEMH support.	Actively engages in wider research and reading relating to the professional field. Shares and disseminates this research and training with colleagues.

Senior leaders

	Teaching	Qualities & knowledge	Pupils and staff	Systems and processes	Self improving school system	Proactivity & presence
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Not yet	Is not an effective teacher	Does not yet have adequate knowledge nor display appropriate qualities	Does not yet manage staff well or ensure pupils succeed	Does not support school systems and processes	Does not contribute to a self improving school system	Is not proactive and does not have a strong presence in school
Developing	Pupils achieve expected standards because of effective planning and teaching. Assessment is used to inform planning and teaching. Pupils with SEND's needs are met. The behaviour of pupils in lessons is well managed.	Is committed to developing self, undertaking and seeking out training. Has a vision for their area of responsibility and understands how this aligns to the whole school vision. Is developing an understanding processes around finance and safeguarding.	Provides support to children and families which helps them to close the gap. Works with colleagues to ensure that they have collectively high standards and children achieve well. Provides training and advice as appropriate to colleagues. Challenges where standards are low and holds colleagues to account.	Implements school systems and processes. Engages with the appraisal system to support their own and staff's development. Works to ensure that the school environment is safe and orderly. Plans and makes effective use of budgetary resources.	Is involved in supporting the development of the staff and the school through training and development plan actions. Achieves own actions as set out in the school's development plan. Attends local clusters and networks.	Undertakes duties as directed, is proactive and reliable in these, leading others who undertake the duties. Is a key presence with parents and has good relationships with them, enabling them to have difficult conversations with them when needed.
Secure	Most pupils achieve expected standards due to effective planning and teaching, which makes astute use of assessment and applies cognitive science. Pupils with SEND's needs are carefully considered and planned for so that they do well as a result of bespoke provision. Children behave well in lessons.	Has a clear vision for their area of responsibility. Shares and articulates the whole school vision. Shows commitment to making a difference to children and families from our area - never talks negatively of them and challenges others when they do. Has a secure understanding of statutory processes relating to finance, safeguarding and governance. Supported the development of policies relevant to their role.	Is committed to mitigating the impact of social disadvantage through targeted support for children and family. Consistently models and upholds high standards, challenging colleagues and systems where these are not evident. Praises colleagues who exceed our expectations and holds those to account who do not. Ensures that pupil's outcomes for their area of responsibility are high. Supports the development of staff through training and an understanding of cognitive science & research. Is mindful of and actively promotes staff wellbeing. Always conducts self with polite warmth.	Upholds, and contributes to the development of school-wide systems and processes. Engages with the appraisal system to ensure that staff are enabled to develop and succeed. Seeks to develop leaders at all levels of the school. Actively ensures that the school environment is safe and orderly. Undertakes curriculum-led financial planning so that the finances for their area of responsibility have maximum impact.	Contributes to the school's self evaluation and development planning. Works to achieve the targets allocated to them on the development plan, and support others in the achievement of theirs. Supports the development of staff, in their team and beyond through contributions to whole school training and development. Engages with system-wide links such as local networks to strengthen the school's offer, learn from others and help support the local offer.	Leads by example. Embodies the motto 'you promote what you permit' by supporting staff and pupils through maintaining a high level of presence in school and on duties. Is well known to parents and has effective relationships with key stakeholders. Is prepared to

						<p>and is adept at having difficult conversations as needed. Takes a proactive approach - identifying where there are gaps and filling them before they become a problem. Is approachable to staff and readily offers support.</p>
Expert	<p>Pupils achieve exceptionally well due to highly effective planning and teaching. Assessment is very intelligently used to inform teaching and planning on a class and individual basis. Pupils with SEND excel as a result of highly effective bespoke provision. Behaviour in class is consistently good. Where this is not the case, it is swiftly and effectively addressed</p>	<p>Is unwavering in their commitment to the school's vision. Their own vision for their area of responsibility is completely aligned to this. Shows commitment to being the best they can by undertaking training and opportunities which will develop them, including those which push them out of their comfort zone. Has an in-depth and expert knowledge of statutory processes around finance, safeguarding and governance. Develops appropriate and useful policies relevant to their role and wider.</p>	<p>Is seen as a champion for children and families in school with uncompromisingly high standards for them. Provides targeted and effective support for staff who are not able to meet those standards, and holds those to account who do not. Ensures that pupil outcomes in their area of responsibility are excellent. Is proactive in ensuring that wellbeing of staff is good and their workload is manageable. Always conducts self with polite warmth.</p>	<p>Develops school-wide systems and processes, alongside policies so that school is efficient and compliant with all legislation and guidance. Ensures that the school environment is orderly and safe at all times, taking decisive leadership action if this is not the case. Supports and seeks to develop the appraisal process, ensuring that all staff are supported to excel. Supports the budget setting process and works to maximise income and minimise expenditure.</p>	<p>Takes an active role in the school's self evaluation and development planning. Achieves own development actions and supports others in the achievement of theirs, holding staff to account where needed. Helps to inform, deliver and shape the school's training programme. Engages proactively with parent views to help understand how they perceive school improvement and operation. Supports the development of trainees and/or apprentices. Makes a contribution beyond the school to the wider school system.</p>	<p>Is an ambassador for the school, its staff, children, families and standards. Is well known to parents and families, having good relationships with them which enables difficult conversations to be held and relationships maintained. Is proactive in supporting all aspects of the school's operation, identifying where aspects could</p>

						be improved and making these improvements so that systems are continually improved. Is approachable to staff, offering advice and guidance as needed.
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