

POLICY DOCUMENT No S03**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy

**PERFORMANCE MANAGEMENT/APPRaisal POLICY**

This policy is reviewed ANNUALLY by the whole governing body.

History of Document

Issue No	Author/Owner	Date Written	Approved by Governors on	Comments
Issue 1	Julia Upton	Sept 13	8 October 2013	In line with salaries policy and new teacher pay and conditions document.
Issue 2	Julia Upton	Dec 13	3 Dec 2013	To ensure support staff are clearly encompassed within the policy
Issue 3	Julia Upton	Jan 2015	3 Feb 2015	Minor change and review
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Issue 7	Julia Upton	Sept 2019	Oct 2019	Review
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Issue 10	Simon Martin	Sept 2022	Oct 2022	Review

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This policy is applicable for all staff. Sections 1 to 12 apply to all staff. Sections 13 to 16 apply to teaching staff only.

1. Guiding principles

In its oversight of the performance management system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The Headteacher will moderate the performance management reviews of all staff to ensure that the agreed targets and success criteria are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's performance management policy.

As referenced in the teacher standards, appraisal of all staff should be proportional to their career stage:

Headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

The targets will also be in line with the priorities of the school as described in the school action plan. Training needs of staff inform and shape the whole school development priorities. Whole school priorities are then personalised and reflected in the individual performance management objectives.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

This policy is written and should be adhered to in line with Salaries Policy S04 (a – teaching staff, b – support staff).

2. Purpose

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 needs within the context of the school's improvement plan.

Governors recognise that the school's most important resource is its staff. The Governing Body believes that the performance management of staff is an integral part of high quality professional development and that the process requires time and training for all appraisers to ensure that it is equitable and purposeful for all employees.

This policy sets out the framework for the performance management process. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD).

In adopting this policy the academy aims to:

- Ensure that the performance management process supports the development of all staff

3. The Appraisal

The governing body of a school will appraise the performance of a Headteacher. In turn, the Headteacher of a school is responsible for ensuring the review of the performance of every other teacher and member of support staff employed at the school.

Appraisal meetings should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (usually three) of objectives (those with additional responsibilities may have four targets).

4. The Appraisal Period

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 30 September (teaching staff) and 31 October (support staff) and by 31 December for Headteachers. The cycle will begin with a Planning Meeting and will end with a Review Meeting. It is considered good practice to hold a mid-year review meetings to consider progress towards the targets and to note any areas of success or concern.

Where a member of staff starts their employment or transfers to a new post within the school part way through a performance management cycle, the Headteacher, or in the case where the employee is the Headteacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Where a member of staff is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

5. The Appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

a. For the Headteacher:

The governing body is the appraiser for the Headteacher, and to discharge this particular responsibility on its behalf, will appoint 2 governors one of whom is the Chair of Governors. Headteachers can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The governing body of Debenham High School will appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the Headteacher. The qualifications and experience required of an external adviser are not set by regulation. It is for the

governing body to decide who they wish to use as an external adviser, ideally with the agreement of the Headteacher.

The external adviser is not responsible for determining a recommendation on whether a pay increment should be paid to the Headteacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

b. For all other employees

The Headteacher is responsible for the appraisal of all other employees but will delegate this responsibility to others who will normally have line management responsibility for those they appraise. Training and support in the performance management review process will be provided to all appraisers. The Headteacher will review and moderate the performance management targets of all staff.

Staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Headteacher who will consider this and make a decision. Where the objections are rejected by the Headteacher, the member of staff should be advised in writing.

6. Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description is considered to be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. In the case of teachers it is expected that the Teachers' Standards will be used to reflect and set targets in the performance management process. Objectives may be linked to priorities set out in the school development plan, areas of defined responsibility or OFSTED development points. The objectives must be set such that they will contribute to the improvement of the school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

It is expected that there will be a degree of flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school.

Objectives should be CSMART

C = Challenging
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. The Headteacher will monitor this. Appraisal objectives will normally become more challenging as a teacher increases in experience and reflect their position on the pay scale.

Every teacher will have one objective that considers the progress made by a specific group of students.

The Headteacher will, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives in conjunction with the teacher for the appraisal period. The Headteacher may delegate this responsibility to the line manager cohort.

Objectives may be revised if circumstances change.

The governing body of a school, before, or as soon as practicable after, the start of each appraisal period, in relation to a Headteacher, inform the Headteacher of the standards against which their performance will be assessed and set objectives for the Headteacher for the appraisal period.

Every effort should be made to achieve agreement on the Headteacher's objectives; only in the last resort, should targets be imposed on the Headteacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraisee may appeal to the Headteacher.

7. Reviewing Performance and the Annual Assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the Headteacher will assess the performance in the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

A written appraisal report will be provided at the conclusion of the appraisal process – by 31st October for support staff, by 30th September for teachers and by 31 December for Headteachers; the report will record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Headteacher or the Headteacher may appeal to the chair of the governing body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, by the Headteacher. This will be overseen by the governing body.

The final version of the appraisal documentation will be placed on the employee's file and, in the case of teachers, a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The governing body and Headteacher will ensure that all written appraisal records are retained in a secure place.

8. Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

9. Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

10. Pay progression linked to performance

The Finance and General Purposes Committee will consider annually, advised by the Headteacher, whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations will be clearly attributable to the performance of an employee.

The relevant decisions for pay increments are clearly set out in the school Salaries Policies: S04a: Teaching Staff and S04b: support staff. Pay increments will be from 1 September.

The Headteacher will consult with staff and union representatives on the establishment of appraisal and pay policies and will ensure that appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Staff are expected to keep any evidence which they feel supports their performance management review throughout the year.

11. Staff experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a member of staff are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear written feedback to the member of staff about the nature and seriousness of the concerns
- give the member of staff the opportunity to comment on and discuss the concerns
- give the member of staff at least five working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the member of staff that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed
- agree and establish, in consultation with the member of staff, an action plan with support that will help to remedy specific concerns
- make clear, how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient, improvement is made.

The progress will continue to be monitored as part of the appraisal process and a reasonable time given for the performance to improve. During this monitoring period, the member of staff will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

If no, or insufficient improvement has been made, the teacher will be invited to a transition meeting to determine whether formal capability proceedings will be invoked.

12. Transition to Capability

Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence.

In the event that capability proceedings are deemed necessary they will be addressed through the school capability procedure.

13. Teachers' Standards

The school takes due notice of the Standard for Teachers' Professional Development (released July 2016).

Preamble

Effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress. High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other so that pupils benefit from the best possible teaching.

The design of high-quality professional development is as complex a discipline as the design of high-quality teaching. It requires the planning of programmes of connected activities with clarity about intended outcomes, and evaluation.

Effective professional development relies upon teachers, headteachers and leadership teams in schools and organisations providing professional development, being clear about their respective roles and working together effectively.

Professional development can take many forms, but the best available evidence shows that the most effective professional development practices share similar characteristics.

Effective Professional Development

Effective teacher professional development is a partnership between:

- Headteachers and other members of the leadership team;
- Teachers; and
- Providers of professional development expertise, training or consultancy.

In order for this partnership to be successful:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

Under the appraisal arrangements that take effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance will be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state that the governing body or determine as being applicable. Staff will be made aware of changes to this document where changes are put in place.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

a. Applying the Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

b. Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the Standards document. A full version of the Teachers' Standards can be found in Appendix A.

c. Headteachers

Teachers' Standards may be applied to Headteachers as well as to all other teachers. However, on the grounds that only a proportion of a Headteacher's time is spent teaching, governing bodies should exercise particularly careful judgement when assessing Headteachers against the Teachers' Standards. Support from the External Adviser will be important in this respect.

14. Evidence for performance management of teachers

As part of the overall appraisal process, it is considered important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the Headteacher.

In this school judgements of performance will be made against the extent to which staff have met their individual objectives, and how they have contributed to the school community. For teachers, it will also assess the performance against the relevant teachers' standards.

A range of evidence will be used as part of the performance management process. These will be considered holistically.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress
- an increasing impact on wider outcomes for pupils
- improvement in specific elements of practice, e.g. lesson planning
- an increasing impact of the efficiency of the school support services
- an increasing contribution to the work at the school
- an increasing impact on the effectiveness of staff.

A range of evidence will be used as part of the performance management process. These will be considered holistically and will include: self-assessment, peer review, external examination performance data, tracking current pupil progress, lesson observations, lesson planning records, parental and pupil feedback.

It is recognised that a number of factors influence pupil performance, some of which will be beyond the control of the teacher. Measures of performance will consider wider circumstances, where appropriate, and measurements of performance against targets will be relative rather than absolute.

In this school, judgements of performance will be made using the performance management process and teachers will be eligible for pay progression if:

- They meet all their objectives; In some cases teachers will still be eligible for pay progression if not all objectives are met, this will be discussed between the teacher, appraiser and Headteacher
- Are assessed as meeting all the professional teacher standards;
- Lesson observation evidence throughout the year is at least good (the review of teaching will not be based on a single lesson observation)

Classroom observation will be carried out by qualified teachers. At least five working day's notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly and
- respect the confidentiality of the information gained.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

Lesson observation will be proportionate and appropriate and with due notice. Learning walks, themed reviews and evidence collected for whole school monitoring and evaluation will not be used, unless agreed with the appraisee, as part of performance management evidence.

In order to ensure that the performance management process is consistent and based on evidence some documentation will be held by the Headteacher. This evidence will be strictly confidential and should it be required for any external audit process, such as OFSTED, it will be anonymised.

15. Applications to be paid on the Upper Pay Range

Any qualified teacher who has taught for at least four years post qualification, may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year.

The deadline for application for movement to the Upper Pay Scale the following September will be by the end of the academic year (31 July), other than in extraordinary circumstances. Applications should be made by completion of the Upper Pay Scale Application Form (Appendix B) to the Headteacher

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should be made in writing to the Headteacher, applications should contain evidence from the previous two years demonstrating that teachers are meeting all of the teacher standards (see Appendix A).

An application from a qualified teacher will be successful where the relevant body is satisfied:

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Where there has been a break of service in this time this will be considered. Where a teacher has been employed at a different school for the previous two years, performance management evidence will be sought from the school and the previous Headteacher will be consulted as part of the evidence gathered.

For the purposes of this pay policy:

- *'highly competent'* means: pupil progress is consistently at least good; lessons are consistently at least good and often outstanding; performance is such that support, coaching and mentoring could be provided to other teachers, giving them advice and demonstrating good teaching practice; a wider contribution is made to the work of the school beyond the classroom; practice is reflective and displays a commitment to personal professional development
- *'substantial'* means: of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning

and

- *'sustained'* means maintained over at least the last two school years.

16. Leading Practitioner role

Following the changes to the Teachers' Pay and Conditions Document 2013 there will exist the role of lead practitioner within schools. These teachers will be outstanding teachers, at the forefront of educational

practice and be expert in sharing their skills to all teachers, including those beyond their subject area. Typically, the additional duties of a leading practitioner role will include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement
- The improvement of teaching within school which impacts significantly on pupil progress
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas e.g. lesson planning.

The Headteacher will agree appraisal objectives for the leading practitioner, who, in turn, will demonstrate that, they:

- have made good progress towards their objectives
- are an exemplar of teaching skills which should impact significantly on pupil progress within school and within the wider school community
- have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- are highly competent in all aspects of the Teachers' Standards;
- have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

Appendix A – The Teachers’ Standards (agreed September 2012)

Preamble

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

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- 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.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

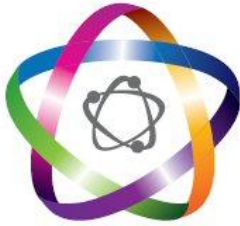
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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

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

Upper Pay Spine Application



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy

THRESHOLD ASSESSMENT APPLICATION FORM

This form should be handled in confidence at all times

This form should be used by teachers at Debenham High School who wish to apply to cross the threshold onto the upper pay spine.

See the Salaries Policy S04a for full details of the process of salary determination for all teaching staff.

Who may apply?

Any qualified teacher (who holds QTS status) who has taught for at least four years post qualification, may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals for the previous two years, other than under exceptional circumstances, including a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria. Applications should contain evidence from the previous two years. Where there has been a break of service in this time this will be considered. Where a teacher has been employed at a different school for the previous two years, performance management evidence will be sought from the school and the previous Headteacher will be consulted as part of the evidence gathered.

When can applications be made?

Applications may be made once a year.

The deadline for application for movement to the Upper Pay Scale the following September will be by the end of the academic year (31 July), other than in extraordinary circumstances.

How will the application be judged?

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance. A successful performance review as prescribed by the STPCD involves a performance management process of

- performance objectives;
- classroom observation;
- other evidence.

For the purposes of this assessment:

- 'highly competent' means: pupil progress is consistently at least good; lessons are consistently at least good and often outstanding; performance is such that support, coaching and mentoring could be provided to other teachers, giving them advice and demonstrating good teaching practice; a wider contribution is made to the work of the school beyond the classroom; practice is reflective and displays a commitment to personal professional development

- 'substantial' means: of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning

and

- 'sustained' means maintained over at least the last two school years.

PART 1: TEACHER DETAILS

To be completed by the teacher

Personal Details

Surname	
Forename	
Previous surname (if applicable)	
DfE teacher reference number	/

Please give details if you are submitting appraisal reports or performance management documents from other (previous or concurrent) schools.

Name and address of school	Headteacher	Date(s) of employment	Telephone contact details	Email contact details

Declaration by teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management documentation that cover the two year period prior to this request for assessment against the post-threshold standards.

Signed	
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Date	
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PART 2: TEACHER STANDARDS

When assessing the threshold application the Headteacher will consider if the applicant meets the teacher standards (as set out in September 2012).

The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Headteachers (or appraisers) should assess teachers' performance against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether they are a newly qualified teacher (NQT), a mid-career teacher, or a more experienced practitioner). The professional judgement of Headteachers and appraisers is therefore central to appraisal against these standards.

Preamble

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

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - 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.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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

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

3 Demonstrate good subject and curriculum knowledge

Met/Not yet met

Headteacher comment (if not yet met)

4 Plan and teach well-structured lessons

Met/Not yet met

Headteacher comment (if not yet met)

5 Adapt teaching to respond to the strengths and needs of all pupils

Met/Not yet met

Headteacher comment (if not yet met)

6 Make accurate and productive use of assessment

Met/Not yet met

Headteacher comment (if not yet met)

PART FOUR: HEADTEACHER DECLARATION

To be completed by the Headteacher. Document below any explanation of any evidence, additional to this form, which has been taken into account of the teachers' overall performance and sets their work into the context of the achievements of the school. Indicate whether, to the best of your knowledge, the information provided by the teacher is correct, derived from the teachers' own practice and representative of their overall performance.

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This application has been judged as: Successful/Unsuccessful

Name	
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Signed	
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Date	
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