

PERFORMANCE RATING ASSESSMENT: NEWLY QUALIFIED TEACHERS (NQT)

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| <p>Quality of Teaching Teachers' Standards 1-6):</p> <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management | <p>Overall performance against Teachers' Standards is inadequate in three or more standard areas and performance requires significant improvement.</p> <ul style="list-style-type: none"> • <i>majority of students not making required progress</i> • | <p>Performance against Teachers' Standards is broadly acceptable, although may require improvement in up to 3 standard areas. Practice is not yet consistent. Considerable support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.</p> <ul style="list-style-type: none"> • <i>Not all students/groups of students are making required progress</i> • | <p>Performance against Teachers' Standards is broadly good, although may require some improvement in up to two standard areas. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support from mentor. Is addressing progress of groups of pupils. Evidence of response to professional feedback.</p> | <p>Performance against Teachers' Standards is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good subject knowledge is evident. No support is being provided by mentor. Sustained progress of pupils is evident.</p> |
| <p>Wider Professional Responsibilities (Teachers' Standard 8):</p> | <p>No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate with parents effectively.</p> | <p>Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development. Communicates with parents and colleagues with advice and support.</p> | <p>Contributes appropriately to the wider life of the organisation. Responds well to advice and feedback and makes improvements. Is beginning to independently communicate effectively with parents. Works collaboratively with colleagues.</p> | <p>Contributes well to the wider life of the organisation. Responds positively to advice and feedback. Begins to identify own professional development needs. Communicates positively with parents. Works collaboratively.</p> |

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Personal and Professional Conduct (Part 2 Teachers' Standards) | <p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> <p><i>Considerable issues with but not limited to:</i></p> <ul style="list-style-type: none"> attendance punctuality taking registers completing direct time duties not engaging with target setting/rewards/student behaviour management procedures | <p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> <p><i>Occasional issues with but not limited to:</i></p> <ul style="list-style-type: none"> attendance punctuality taking registers completing direct time duties not engaging with target setting/rewards/student behaviour management procedures | <p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p> |

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| Leadership and Management | <p>Does not manage class well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.</p> | <p>Manages class appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.</p> | <p>Manages own class well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.</p> | <p>Manages own class well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.</p> |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | <p>Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class.</p> | <p>Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class.</p> | <p>Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their</p> | <p>Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to</p> |

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| | | | responsibility beyond their own class and to the school improvement plan. | evidence substantial whole school impact and contribution to the school improvement plan, |
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Newly Qualified Teachers (NQT) continued

Details to be added linked to the specific requirements of NQT training and assessment

PERFORMANCE RATING ASSESSMENT: RECENTLY QUALIFIED TEACHERS (RQT)

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management | <p>Overall performance against Teachers' Standards is inadequate or requires considerable improvement in two or more standard areas.</p> <ul style="list-style-type: none"> • <i>majority of students not making required progress</i> | <p>Performance against Teachers Standards is broadly acceptable although may require improvement in up to 2 standard areas. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.</p> | <p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.</p> | <p>Performance against Teachers' Standards is always good or better. Practice is embedded and good subject knowledge is evident. Sustained progress of pupils is evident.</p> |
| Wider Professional Responsibilities (Teachers' Standard 8) | <p>Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate with parents effectively.</p> | <p>Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with parents and colleagues with advice and support.</p> | <p>Contributes appropriately to the wider life of the organisation. Responds well to advice and feedback and makes improvements. Independently communicates effectively with parents. Works collaboratively with colleagues.</p> | <p>Contributes well to the wider life of the organisation. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with parents. Works collaboratively.</p> |
| Personal and Professional Conduct (Part 2 Teachers' Standards) | <p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace <i>Considerable issues with but not limited to:</i></p> <ul style="list-style-type: none"> • <i>attendance</i> • <i>punctuality</i> • <i>taking registers</i> | <p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace <i>Occasional issues with but not limited to:</i></p> <ul style="list-style-type: none"> • <i>attendance</i> • <i>punctuality</i> • <i>taking registers</i> | <p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p> |

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| | <ul style="list-style-type: none"> • <i>completing direct time duties</i> • <i>not engaging with target setting/rewards/behaviour management procedures</i> | <ul style="list-style-type: none"> • <i>completing direct time duties</i> • <i>not engaging with target setting/rewards/behaviour management procedures</i> | | |
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| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Leadership and Management | Does not manage class well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively. | Manages class appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively | Manages own class well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships. | Manages own class exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships. |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class. | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class. | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class and to the school improvement plan. | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Performance Management objectives | Has not met objectives at all | Has not met majority of objectives to an appropriate and acceptable level | Has met majority of objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives |

Recently Qualified Teachers (RQT) continued

RQTs should have 3 objectives for their performance management cycle:

- 1 related to progress of all teaching groups
- 1 related to their own professional development in their classroom practice (Teaching Standards Part 1)
- 1 related to Teaching and Learning linked to School Improvement Priorities

TLR holders will need an additional objective related to their TLR area of responsibility – see the TLR section

Outline Performance Management objectives for RQTs:

Professional Development: These need to link directly to changes in your classroom practice .

- To develop learning resources to support independent learning for students in Year 7 who have an end of year target of Level 6+ and shared with others
- To create and share across the department a set of home learning activities which impact on student progress, related to a specific topic in the scheme of work for year 8. Evidence should demonstrate impact on progress.
- To carry out school based action research into the use of new technologies in maths to support students who are under performing and to analyse the impact on their progress.
- To develop my understanding of the needs of gifted and talented students in French so I can share best practice across the staff and contribute to the department in this area and monitor the impact of the work.

Student progress in all classes

- To ensure that all students across all classes meet the minimum number of expected levels of progress (min of 2 sub levels per year at KS3, 3-4 levels of progress from KS2-4.

All data must be evidenced by department standardisation/moderation/external validation

PERFORMANCE RATING ASSESSMENT: EXPERIENCED MAIN PAY RANGE TEACHERS (EMPRT)

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| <p>Quality of Teaching (Teachers' Standards 1-7):</p> <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management | <p>Overall performance against Teachers' Standards is inadequate or requires improvement in one or more standard areas.</p> <ul style="list-style-type: none"> • majority of students not making required progress | <p>Performance against Teachers Standards is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge.</p> | <p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.</p> | <p>Performance against Teachers Standards is always good or better. Practice is embedded and good subject knowledge is evident.</p> |
| <p>Wider Professional Responsibilities (Teachers' Standard 8)</p> | <p>Little contribution outside of own classroom. Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning. Does not communicate with parents effectively to support learning and wellbeing.</p> | <p>Makes some contribution to wider life and ethos of organisation. Occasionally supports an event or activity but does not take a lead or initiate input. Doesn't consistently respond to feedback from colleagues and make effort to improve through professional development. Communicates with parents, but does not always impact on pupil learning and wellbeing.</p> | <p>Contributes to the wider life of the organisation. Takes part in activities and events and sometimes initiates them. Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development. Communicates effectively with parents and others to support pupil learning and wellbeing</p> | <p>Contributes well to the wider life of the organisation. Creates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with parents and impacts on pupil learning and wellbeing.</p> |

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Personal and Professional Conduct (Part 2 Teachers' Standards) | <p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> <p><i>Considerable issues with but not limited to:</i></p> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | <p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> <p><i>Occasional issues with but not limited to:</i></p> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | <p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p> |

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| Leadership and Management | <p>Does not manage class well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.</p> | <p>Usually manages class appropriately. Creates an orderly but not stimulating working environment but it is not yet good. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way.</p> | <p>Manages own class well. Creates a stimulating and positive working environment and makes a strong contribution to a team. Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.</p> | <p>Manages own class exceptionally well. Creates an exciting, stimulating good and positive environment. Makes strong contribution to a school team. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.</p> |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | <p>Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class.</p> | <p>Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their</p> | <p>Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff</p> | <p>Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity</p> |

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| | | responsibility beyond their own class. | meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class and to the school improvement plan. | involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
| Performance Management objectives | Has not met objectives at all | Has not met all objectives to an appropriate and acceptable level | Has met all objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives |

Experienced Main Pay Range Teachers continued

Experienced Main Pay Range Teachers (EMPRT) should have 3 objectives for their performance management cycle:

- 1 related to progress of all teaching groups
- 1 related to their own professional development in their classroom practice (Teaching Standards Part 1)
- 1 related to Teaching and Learning linked to School Improvement Priorities

TLR holders will need an additional objective related to their TLR area of responsibility – see the TLR section

Outline Performance Management objectives for EMPRT:

Professional Development: These need to link directly to changes in your classroom practice and can also be shared with other staff.

- Support the transition of Year 7 students from primary education and monitor and evaluate impact.
- Develop the use of “settling activities” to engage students in their learning immediately they enter the room impacting on student progress and share these through regular contributions to department meetings.
- Carry out action research into the different types of assessment being used across the Humanities subjects – using student voice to analyse which types have the greatest impact on student progress and share this effectively with colleagues.
- To develop my understanding how the use of APP in Science can support students to be more independent at KS4 and have a positive impact on learning outcomes.

Students to make required levels of progress in all classes

- To ensure that all students across all classes meet the minimum number of expected levels of progress (min of 2 sub levels per year at KS3, 3-4 levels of progress from KS2-4.

All data must be evidenced by department standardisation/moderation/external validation

PERFORMANCE RATING ASSESSMENT: LOWER UPPER PAY RANGE TEACHERS (LUPRT)

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> High expectations Pupil progress Subject Knowledge Planning and Teaching Differentiation Assessment Learning Environment and Behaviour Management | <p>Overall performance against Teachers' Standards is inadequate or requires improvement in any standard areas. Will be rated here if any support is required to improve practice and/or subject knowledge.</p> <ul style="list-style-type: none"> Failure to evidence highly competent majority of students not making required progress lesson obs. consistently graded less than good | <p>Performance against Teachers Standards evidences inconsistency in enhanced practice. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice.</p> <ul style="list-style-type: none"> Not all students/groups of students are making required progress | <p>Performance against Teachers' Standards is consistently good or outstanding. Best practice is consistently demonstrated and cascaded. Sustained progress of pupils is evident as is good subject knowledge.</p> | <p>Performance against Teachers Standards is regularly outstanding and never less than good. Practice is enhanced and outstanding subject knowledge is evident. Best practice is consistently demonstrated and cascaded. Rapid progress of target groups of pupils is evident.</p> |
| Wider Professional Responsibilities (Teachers' Standard 8) | <p>Little or no contribution to sharing good practice and developing the curriculum. Does not lead learning within own team or is ineffective in leading learning. Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues. Little contribution to development and implementation of policies.</p> | <p>Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p> | <p>Clear and effective substantial whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies</p> | <p>Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Makes significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring, evidencing significant impact on the development of others. Makes a significant contribution to development of policies and develops</p> |

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| | | | and supports others to uphold them. | others to uphold them. As a result personal contribution to the school improvement plan is evident. |
| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
| Personal and Professional Conduct (Part 2 Teachers' Standards) | Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace <i>Considerable issues with but not limited to:</i> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace <i>Occasional issues with but not limited to:</i> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace. | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace. |
| Leadership and Management | Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities. | Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities. | Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Makes an impact on improving pupil outcomes and in developing school or workplace practice. Leads a team to uphold and develop school policies. Contributes to delivering school leadership team priorities | Leads a team that makes significant impact on learning. Has whole school or workplace impact on developing an improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering SLT priorities. |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group |

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| | impact demonstrated beyond their own class. | their responsibility beyond their own class. | coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class and to the school improvement plan. | activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
| Performance Management objectives | Has not met objectives at all | Has not met all objectives to an appropriate and acceptable level | Has met all objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school |

*At upper pay range, teachers are expected to be **highly competent** in all of the teacher standards. Highly competent means performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice. Students make progress in line with and frequently above national expectations.*

*At upper pay range a teacher's contribution to the school must be **substantial and sustained**. Substantial means playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of 2 school years*

Lower Upper Pay Range Teachers continued

Lower Upper Pay Range Teachers (LUPRT) should have a minimum of 4 objectives for their performance management cycle:

- 1 related to progress of all teaching groups
- 1 related to their own professional development in their classroom practice (Teaching Standards Part 1)
- 1 related to Teaching and Learning linked to School Improvement Priorities
- 1 related to a substantial and sustained contribution **to the department or Faculty or school** which will support whole school improvements

Outline Performance Management objectives for LUPRT (Substantial and Sustained Contributions)

These must include sharing best practice through professional dialogue to the department, Faculty or school.

- Supporting ITT within the department, supportive collaborative planning; observation and feedback; delivery and reflection; leading best practice workshops for an extended period of time.
- Sharing best practice across the department through regular contributions to department meetings on a variety of teaching and learning strategies so that students are making the required levels of progress.
- Lead others in the review of SoW, assessment and reporting so that there is an improvement in student progress and QoT.
- Contributing to improving the percentage of good and outstanding lessons (data required to evidence impact).
- Develop a timetable of peer observation and feedback within the department, designed to share teaching and learning strategies with a focus on: differentiation, questioning etc.
- Lead departmental training on the use of literacy for learning techniques in lessons following personal research around the subject and evaluate impact.
- Develop effective primary links to support transition from Year 5 to Year 7 with a focus on (specific area demonstrating impact).

Students to make required levels of progress in all classes

- To ensure that all students across all classes meet the minimum number of expected levels of progress (min of 2 sub levels per year at KS3, 3-4 levels of progress from KS2-4 at KS4).

All data must be evidenced by department standardisation/moderation/external validation

PERFORMANCE RATING ASSESSMENT: HIGHER UPPER PAY RANGE TEACHERS (HUPRT)

| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
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| Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management | <p>Overall performance against Teachers' Standards is inadequate or requires improvement in any standard areas. Will be rated here if any support is required to improve practice and/or subject knowledge.</p> <ul style="list-style-type: none"> • <i>Failure to evidence highly competent</i> • <i>majority of students not making required progress</i> | <p>Performance against Teachers Standards evidences inconsistency in enhanced practice. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lesson are graded less than good and at least one lesson is not outstanding.</p> <ul style="list-style-type: none"> • <i>Not all students/groups of students are making required progress</i> • | <p>Performance against Teachers' Standards is consistently good or outstanding. Best practice is consistently demonstrated and cascaded. Sustained progress of pupils is evident as is good subject knowledge</p> | <p>Performance against Teachers' Standards is regularly outstanding and never less than good. Best practice is consistently demonstrated and cascaded. Sustained and rapid progress of pupils is evident as is outstanding subject knowledge.</p> |
| Wider Professional Responsibilities (Teachers' Standard 8) | <p>Makes some contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p> | <p>Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.</p> | <p>Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum impacts on pupil progress across school and effectively supporting the school improvement plan. Makes significant impact in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and evidences impact on the development of others.</p> | <p>Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and improving and impacting on curriculum development and pupil progress. Makes a significant whole school or workplace contribution to developing others through coaching and mentoring to drive pupil progress and evidences significant improvement in teaching, learning and behaviour management. Leads teams in developing policies and develops others to lead improvement. As</p> |

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| | | | Makes a significant contribution to development of whole school policies and develops others to uphold them | a result, their personal contribution to the school improvement plan is evident. |
| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
| Personal and Professional Conduct (Part 2 Teachers' Standards) | Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace <i>Considerable issues with but not limited to:</i> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace. <i>Occasional issues with but not limited to:</i> <ul style="list-style-type: none"> • attendance • punctuality • taking registers • completing direct time duties • not engaging with target setting/rewards/student behaviour management procedures | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace |
| Leadership and Management | Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities. | Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies. | Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities. | Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities. |

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| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class. | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class. | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class and to the school improvement plan. | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
| Performance Management objectives | Has not met objectives at all | Has not met all objectives to an appropriate and acceptable level | Has met all objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school |

*At upper pay range, teachers are expected to be **highly competent** in all of the teacher standards. Highly competent means performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice. Students make progress in line with and frequently above national expectations.*

*At upper pay range a teacher's contribution to the school must be **substantial and sustained**. Substantial means playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of 2 school years*

Higher Upper Pay Range Teachers continued

Higher Upper Pay Range Teachers (HUPRT) should have a minimum of 4 objectives for their performance management cycle:

- 1 related to progress of all teaching groups
- 1 related to their own professional development in their classroom practice (Teaching Standards Part 1)
- 1 related to Teaching and Learning linked to School Improvement Priorities
- 1 related to a substantial and sustained contribution **to the whole school** which will support whole school improvements

Outline Performance Management objectives for HUPRT: (Substantial and Sustained contributions)

These must include sharing best practice through professional dialogue with impact beyond the department

- Lead a working group to review the quality of teaching and learning in Year 7 across the whole school with clear evidence of impact on quality of learning and teaching.
- Deliver whole school inset developing staff understanding the importance of planning to ensure progress for all and monitoring the impact.
- Lead a BATL group with clearly evidenced impact on student outcomes/QoT.
- Complete the Future Leaders/Aspiring Leaders course and lead a whole school project to close the gap which results in a reduction of within school variation.
- Develop skills as an effective coach so that in house coaching can be cascaded across the school to support teaching and learning with evidence of impact on learners.
- Develop skills as a Performance Reviewer so that the new TSC Pay Policy 2014 is implemented with equity and rigour so that staff are able to demonstrate a positive impact on student progress through their professional development.
- Facilitate a working group to review the appropriateness of home learning across the school at Key Stage 3 and to monitor and ensure impact.
- Lead on a research and development project working with Arnewood as part of the ACE Alliance or with other schools with a focus on and to share the findings and impact across the school.
- Facilitate a learning forum ensuring impact is measured and progress made.

Students to make required levels of progress in all classes

- To ensure that all students across all classes meet the minimum number of expected levels of progress (min of 2 sub levels per year at KS3, 3-4 levels of progress from KS2-4 at KS4)
- ***All data must be evidenced by department standardisation/moderation/external validation***

