

THOMAS MILLS HIGH SCHOOL & SIXTH FORM



TRUSTEE POLICY DOCUMENT 38

APPRAISAL – PROFESSIONAL DEVELOPMENT CONVERSATION POLICY FOR TEACHING STAFF

Date approved by Board of Trustees	14/07/2026
Next review due:	Academic Year 2026 - 2027
Policy review cycle:	Every 3 years
Policy Owner:	Headteacher

Vision Statement

'Together we aim high, discover talents, and build a brighter future'

Thomas Mills High School is an Academy and a company limited by guarantee incorporated in England & Wales under number 7605059

1. Introduction

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall professional development of teachers and the head teacher and for supporting their progression within the context of the school's improvement plan and their own professional needs in meeting the standards expected of teachers.
- 1.2 The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term and those undergoing induction (i.e. ECTs) or those staff who are subject to formal capability procedures.
- 1.3 Where teachers are eligible for pay progression for the upper pay range, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.
- 1.4 Where objectives are agreed with a reviewee it will contribute to the school's plans for school improvement (either through whole school development plans or the department's development plans) and improving pupil progress.
- 1.5 From September 2012, reviewers will assess qualified teachers (other than the Headteacher) against the Standards for Teachers (see Annex 7) 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. Reviewers will use their professional judgement in applying these standards, subject (in the case of doubt or disagreement) to the decision of the Headteacher. Further self-reflection is supported with Annex 5. Teachers should complete at least one of these.
- 1.6 The headteacher and any Teachers will be assessed against their respective standards.
- 1.7 All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans and their fulfilment of the Standards for Teachers. The objectives should also reflect reviewees' professional aspirations.
- 1.8 If at any stage in the appraisal cycle, evidence were to emerge that gave rise to significant concern about aspects of a teacher's performance or conduct the relevant provisions in the Discipline, Capability and Grievance Policy would apply.
- 1.9 The headteacher will:

Delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the head teacher will review all professional development conversations
- 1.10 The Academy Trust will:

Seek from the headteacher termly updates on the progress of Professional Conversations.

2. Professional Development Conversation Model

(Line Manager-Led | 3 Meetings per Year)

Purpose

To support continuous professional growth through structured, reflective conversations that:

- Empower teachers to reflect on practice and strengths
- Review progress, impact, and CPD engagement
- Set purposeful, manageable development goals
- Align individual aspirations with school priorities
- Encourage professional agency, wellbeing, and retention

Annual Structure Overview

Term	Focus	Core Question
Autumn	Reflect	Where am I now?
Spring	Review	What impact am I having?
Summer	Develop	Where next, and how will I get there?

Each meeting lasts **20 minutes (approximately)** and is collaborative, not judgemental.

Meeting 1: Autumn - Reflect

Focus: Self-awareness, motivation, and professional identity

Purpose

To understand the teacher's experience, strengths, interests, and to agree development priorities.

Conversation Structure

2.1.1. Self-Reflection

Line manager prompts:

- **“What tasks do you find most inspiring and energising in your role?”**
- “What aspects of teaching or school life are currently most challenging?”
- “What are you most proud of from the last academic year?”

2.1.2. Progress Review (Looking Back)

- “What progress have you made in the last 12 months?”
- “What feedback (formal or informal) has stood out to you?”
- “What impact do you feel you had on pupils?”

2.1.3. CPD Engagement

- “Which CPD activities have you engaged with recently?”
- “How are you using this CPD in your classroom or role?”
- This
- How have you used recent CPD in your lessons?

✓ Record:

- CPD session name
- Provider / link (e.g. NPQ, Trust CPD, subject network)
- Intended classroom or whole-school application

(Example: Behaviour NPQ module → revised routines for Year 9)

2.1.4. Initial Goal Setting

- “What would you like to work on developing this year?”
- “What would success look like by the end of the year?”

✓ Output:

- 1–2 draft development priorities (not finalised yet)
- Any wellbeing or workload considerations noted

Meeting 2: Spring - Review

Focus: Impact, evidence, and refinement

Purpose

To review progress against goals, assess the impact of CPD, and adjust development actions.

Conversation Structure

2.2.1. Review of Goals

Line manager prompts:

- “Which goals have you actively been working on?”
- “What impact has this had on pupils, your practice, or your confidence?”

2.2.2. CPD Impact Review

- “Which CPD has been most useful so far, and why?”
- “How have you adapted what you learned to your context?”
- “What evidence do you have of impact?”
(e.g. pupil outcomes, feedback, observation, self-reflection)

✓ Record CPD Usage:

- CPD title & link
- What was implemented
- What changed in practice
- What difference it made

This can include in school, out of school and the communities of practice

2.2.3. Problem-Solving & Support

- **“Who could help you move this forward?”**
- **“What support, networks or contacts could I help connect you with?”**
 - Coaching
 - Subject networks
 - Peer observation
 - Resources
 - Outside CPD
 - School visits
 - *See targeted CPD model for ideas*

2.2.4. Refined Action Steps

- **“What specific skills do you want to work on in the next month?”**
- **“What is one realistic next action?”**

✓ Output:

- Updated development goal(s)
- 1–2 short-term actions (next 4–6 weeks)
- Specific support agreed

Meeting 3: Summer - Develop

Focus: Future planning, career development, and aspiration

Purpose

To look forward, consolidate learning, and plan meaningful professional growth.

Conversation Structure

2.3.1. Reflection on the Year

Line manager prompts:

- “What has been the biggest learning for you this year?”
- “What have you changed in your practice that you want to sustain?”

2.3.2. Future Focus

- **“Where would you like to see yourself in two years?”**
 - Classroom expertise
 - Leadership
 - SEND, literacy, behaviour, curriculum
 - Coaching or mentoring
- “What experiences or skills might help you get there?”

2.3.3. Development Planning

- “What CPD would best support your next step?”
- “How could this link with school improvement priorities?”

✓ Record Forward-Looking CPD Ideas:

- Recommended CPD (with links if known)
- Intended application
- Timeline

2.3.4. Transition to Next Cycle

- “What would be a good focus for next year’s reflection?”
- “What support would help you start strongly?”

✓ Output:

- Clear development direction for the next academic year

- Proposed CPD pathway
- Reflection notes to inform next Autumn meeting

Principles for Line Managers

- Coaching, not compliance
- Specific, not vague
- Impact-focused, not activity-focused
- Supportive, not punitive
- Developmental, not performative

3. Appeals

- 3.1 At specified points in the appraisal process teachers and headteachers have a right of appeal against any of the entries in their planning statements.

4. Confidentiality

- 4.1 The appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times, in accordance with the principles and practice of the Data Protection Act 1998.

5. Staff Professional Learning

- 5.1 The staff professional learning programme will be informed by the training and development needs identified by the school, staff or wider improvement needs. The Staff Development Lead designs the programme. The Staff Development Lead will specify the way in which these training needs will be met by the School.

6 Appointment of Reviewers for the Headteacher

- 6.1 In this school the Academy Trust is the reviewer for the head teacher and to discharge this responsibility on its behalf will appoint two or three trustees of the Standards Committee.
- 6.2 Where a head teacher is of the opinion that any of the trustees appointed by the academy trust under this regulation is unsuitable for professional reasons, he may submit a written request to the academy trust for that governor to be replaced, stating those reasons.
- 6.3 The Academy Trust will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the headteacher.

7. Appointment of Reviewers for Teachers

- 7.1 The headteacher will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.
- 7.2 The maximum number of reviews that a reviewer other than members of the Senior Management Team will be expected to undertake per cycle is four.
- 7.3 Where a teacher has more than one line manager the headteacher will determine which line manager or appropriate member of staff will be best placed to manage the teacher's appraisal.
- 7.4 Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.
- 7.5 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.
- 7.6 An appraisal cycle will not begin again in the event of the reviewer being changed.

8. The Appraisal Cycle

- 8.1 The appraisal cycle in this school is from October to October for teachers, and from December to December for the headteacher. The record should be printed and handed to the Headteacher
- 8.2 Where a teacher starts his/her employment at the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the academy trust, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers at the school as soon as possible.
- 8.3 Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the academy trust, shall determine whether the cycle shall begin again and whether to change the reviewer.

9. Production and Retention of Summary Statements

- 9.1 The reviewee will receive – and have opportunity to comment on – the Record sheet for Line Managers (see Annex 2)

- 9.2 In the case of UPR or leadership scale the pay recommendation will be made by:
- (i) The Headteacher for Upper Pay Range and Leadership Range;
 - (ii) The trustees from the Standards Review Committee for the Headteacher.
- 9.3 Professional Development Conversation Record Sheets will be retained for a minimum period of 6 years.

10. Decisions on Pay Progression (where relevant)

- 10.1 Decisions on performance pay progression will be based on assessment of the overall performance of the teacher.
- 10.2 Teachers will be eligible for annual performance pay progression where they:
- (i) in the case of Upper Pay Range, teachers will be expected to demonstrate increasing levels of outstanding teaching overall.
 - (ii) have been assessed as meeting the requirements of their job description/ job role.
 - (iii) meet any individual appraisal objectives.
 - (iv) have demonstrated a personal responsibility for identifying and meeting their CPD needs.
- 10.3 The evidence considered in assessing performance for UPR could include:
- pupil progress data;
 - quality of teaching against the Teaching Standards, including observed practice;
 - reviews of children's work;
 - school reviews and departmental reviews;
 - pupil voice;
 - self-assessment;
 - professional dialogue;
 - received feedback;
 - appraisal statements;

Teachers may find it helpful to complete a self-evaluation against the Teachers' Standards (Annex 9). In the case of Upper Pay Range teachers, evidence of their contribution beyond their own classroom and their impact on the wider school.

10.4 Decision to progress

Where all the performance pay progression criteria set out in 10.2 above are met, the teacher will move up to the next Performance Pay Progression Stage. Discretion will be applied where all performance management objectives have not been fully met, but significant progress has been made.

10.5 Decision not to progress

Where the performance pay progression criteria in 10.2 are not met, the teacher will not receive any performance pay progression. A decision not to award pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported to improve through the appraisal process.

11. Movement to the Upper Pay Range

11.1 Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once a year between 1st September and 1st October. It is the responsibility of teachers to decide whether or not they wish to submit an application.

11.2 The Criteria

An application from a qualified teacher will be successful where the trustees are satisfied that:

- the teacher is highly competent in all elements of the Teacher Standards; and
- the teacher's achievements and contribution to the school are substantial and sustained; and
- the teacher has a successful record of appraisal at Thomas Mills High School.

In this school, this means that the teacher has consistently:

- demonstrated that all teaching standards have been met both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting his/her performance management objectives over a sustained period;

and in addition that;

- teaching has been rated as at least good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/ achievement;
- the teacher has consistently taken responsibility for identifying and meeting his/ her own professional development needs and used his/her learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that he/she has made an impact on the school beyond his/her own class/group(s) over a sustained period. This may include demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice. In addition, he/she may have contributed to policy and practice which has improved teaching and learning across the school.
- the teacher has contributed to the extra-curricular life of the school.

Sustained means maintained continuously over a period of at least three school years. It is normally expected that this will include at least two years at this school although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school.

11.3 The Assessment

The headteacher will assess all applications from teachers to be paid on the Upper Pay Range and the headteacher's recommendation will be considered by the trustees' Standards Committee.

The headteacher will use the evidence contained in the teachers' performance management review paperwork to inform the assessment.

A teacher who has not been at the school for the whole of the three year assessment period, should provide performance management/appraisal review statement(s) from previous employment with the application.

A teacher may provide additional evidence to support his/her application, but is not obliged to do so.

- 11.4 The headteacher will discuss his/her recommendation with the Standards Committee and will confirm the decision. Where an application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1st September.

Where the application is not successful, the headteacher will provide feedback and the teacher will be provided with advice and support through the performance management process to develop the necessary skills with a view to them making a successful application in future.

Any appeal concerning decisions about an application should in the first instance be discussed with the headteacher. If the concern is not resolved staff may appeal, in writing, to the Staff Determinations Committee.

- 11.5 As teacher's progress through the Upper Pay Range it is expected that they will demonstrate an increasing impact across the school. A suggested guide for progression is included in Annex 8.

In summary it could be suggested that there will be

- UP1 – impact across the team;
- UP2 – impact beyond the team;
- UP3 – and, impact across or beyond the school.

12. Monitoring and Evaluation

- 12.1 The headteacher will provide the academy trust with a report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the appraisal procedures;
- teachers' training and development needs.

13. Review of the Policy

- 13.1 The Academy Trust will review the appraisal policy every year in accordance with the *Handbook of Governance*.

- 13.2 The Academy Trust will agree any revisions to the policy having regard to the results of a consultation with all teachers.

14 Classroom Observation Protocol

- 14.1 All classroom observation will be undertaken in accordance with the classroom observation protocol that is appended to this policy in Annex 1.

15 Feedback and dealing with concerns

- 15.1 All staff will receive feedback on their performance and development throughout the year and this would highlight areas of strength as well as next steps.
- 15.2 Where there are concerns about aspects of a teacher's work performance the appraiser or Headteacher will meet with the individual. This would include feedback about the nature and seriousness of the concerns as well as an opportunity for the individual to comment on and discuss the concerns. This meeting should also include the support that will be provided to address the concerns.
- 15.3 The school will expect significant improvement at the end of the review period.
- 15.4 If the Headteacher is not satisfied with progress within the time specified, the individual will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the School's Capability Procedure. They will be invited to a formal capability meeting.

ANNEX 1 – Classroom Observation Protocol

1. The Academy Trust is committed to ensuring that classroom 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.
2. Line Mangers should formally observe each teacher once a year. Quality Assurance will also include observations.
3. The arrangements for classroom observation should be included in the record and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be reviewed.
4. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.
5. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies.
6. Classroom observations will only be undertaken by persons with QTS.
7. Written feedback will be provided within five working days of the observation taking place using a pro forma shown in Annex 6. Annex 10 is the proforma used for Quality Assurance.
8. The teacher has the right to append written comments on the feedback document.

ANNEX 2

Professional Development Conversation – Record Sheet for Line Managers

For Teachers | Line Manager–Led

Model: Reflect → Review → Develop

Meetings: Three per academic year (Autumn, Spring, Summer)

Teacher & Meeting Details

Teacher name	
Role / Subject	
Line manager	
Academic year	

Meeting 1 – Autumn: Reflect

Focus: Self-awareness, motivation, strengths, and baseline development needs

1. Self-Reflection

Prompt	Notes
What tasks do you find most interesting or inspiring?	
What aspects of your role are most challenging at present?	
What are you most proud of from the last academic year?	

2. Progress Review (Last 12 Months)

Prompt	Notes
What progress have you made in the last 12 months?	
What feedback has been most helpful?	
What impact have you had on pupils?	

3. CPD Engagement (Current / Recent)

CPD title & link	Provider	Key learning	How it is being used in practice?

4. Initial Development Priorities

Priority area	What this looks like in practice	Success criteria	How does this align with whole school priorities?

5. Wellbeing / Workload Considerations (Optional)

Notes

Meeting 2 – Spring: Review

Focus: Impact, evidence, refinement, and support

1. Review of Development Priorities

Development priority	Action taken	Impact on practice / pupils

2. CPD Impact Review

CPD title & link	What was implemented	Evidence of impact	What next?

3. Support and Collaboration

Prompt	Record
Who could help you move this forward?	
What support, networks or contacts could your manager provide?	
Resources / time agreed	

4. Short-Term Development Actions (Next 4–6 Weeks)

Skill or focus area	Action	Support needed

Meeting 3 – Summer: Develop

Focus: Future planning, aspiration, and next steps

1. Reflection on the Year

Prompt	Notes
Key learning from this year	
Changes to practice to sustain	

2. Future Focus

Prompt	Notes
Where would you like to see yourself in two years?	
Skills / experience needed to get there	

3. Forward-Looking CPD Planning

Proposed CPD or pathway (with links)	Intended impact	Timeline	Alignment to school priorities

4. Transition to Next Cycle

Area	Notes
Proposed focus for next year (Autumn meeting)	
Support needed to start next year strongly	

Summary and Sign-Off

Teacher comments	
Line manager comments	
Date	
Teacher signature	
Line manager signature	
Head Teacher signature	

A N N E X 3
APPRAISAL REVIEW PLANNING RECORD - UP TO 2026

Teacher:

Reviewer:

Date of Meeting:

After discussion, which included consideration of the teacher's job description and role in the school as well as his/her self-review, the following objectives and timescales were agreed:

Objectives and Performance Criteria	Strategies
1) Personal: <i>This will be achieved if:</i>	*
2) Management / Departmental: <i>This will be achieved if:</i>	*
3) Classroom / Teaching: <i>This will be achieved if:</i>	*

Focus of Classroom Observation (to take place in the Summer Term):

Evidence to be considered in addition:

Teacher's comments:

Teacher: _____
(Signed)

Reviewer: _____
(Signed)

A N N E X 4
APPRAISAL REVIEW STATEMENT – UP TO 2026

Teacher:

Reviewer:

Date of Meeting:

Objectives and comment on progress towards achieving them:

1. Professional Development

2. Management / Departmental:

3. Classroom / Teaching:

Comments by Reviewer including an assessment in relation to the Standards and any recommendation for pay progression (where reviewee is eligible):

Teacher's Comments:

Teacher: _____
(Signed)

Reviewer: _____
(Signed)

Date: _____

Headteacher: _____

ANNEX 5

APPRAISAL REVIEW AND REFLECTION

Please use this form to reflect on last year's learning and performance. Ideally this would be undertaken before the Review Meeting. The completed form is used by the Staff Development Lead in order to develop ongoing continuous improvement.

Name:

Reviewer:

IN TERMS OF CLASSROOM PRACTICE LAST YEAR, WHAT WENT WELL? WHAT COULD BE DEVELOPED?

This should include aspects of, behaviour management, pedagogy, subject specific methodology, adaptive teaching, assessment and feedback, questioning.

WHAT DID YOU LEARN FROM LAST YEAR?

Reflecting on last year, are you making any changes to your current practice or planning?

IN TERMS OF PASTORAL WORK, WHAT WENT WELL? WHAT COULD BE DEVELOPED FURTHER?

ANY OTHER REFLECTIONS FROM LAST YEAR?

WHAT HAVE YOU LEARNT FROM ANY PERFORMANCE/OUTCOME DATA?

How are you using data to inform future practice and planning?

WHAT DO YOU NEED TO LEARN, AND DEVELOP, THIS YEAR?

What are your developmental aims for this year, with reference to Teaching and Learning, educational research and subject pedagogy?

HAVE YOU ANY IDEAS FOR USEFUL STAFF DEVELOPMENT/ TRAINING?

Is there anything you would like to see included in the CPD calendar?

ANNEX 6

Lesson Observation Thomas Mills High School

Teacher: Subject: Class/Year:	Observer(s): Date/Period/Duration: Focus:
Lesson Context: 	
1	<i>Set high expectations which inspire, motivate and challenge pupils</i> - Safe and stimulating learning environment - Seek to stretch and challenge all pupils - Demonstrate the positive values, attitudes and behaviours that are expected of pupils
2	<i>Promote good progress and outcomes by pupils</i> - Be accountable for pupils' attainment, progress and outcomes - Guide pupils to reflect on the progress they have made - Demonstrate knowledge and understanding of how pupils learn - Encourage pupils to take responsibility for their own learning
3	<i>Demonstrate good subject and curriculum knowledge</i> - Have a secure knowledge of the relevant subject(s) and curriculum areas - Demonstrate an understanding of and take responsibility for promoting high standards of literacy (whatever the subject)
4	<i>Plan and teach well-structured lessons</i> - Impart knowledge and develop understanding through effective use of lesson time - Promote a love of learning - Set homework and/or plan other out-of-class activities to consolidate learning
5	<i>Adapt teaching to respond to the strengths and needs of all pupils</i> Use appropriate <u>differentiation</u>

	Have a clear understanding of the needs of all pupils, including those with SEND, disadvantaged pupils, more able pupils etc.	
6	<i>Make accurate and productive use of assessment</i> - Make use of formative and summative assessment to secure pupils' progress - Give pupils regular feedback, both orally and through accurate marking	
7	<i>Manage behaviour effectively to ensure a good and safe learning environment</i> - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	

Feedback

Strengths:

Areas for development:

Signed Observer

Date

Signed Teacher

Date

ANNEX 7

NATIONAL STANDARDS FOR TEACHERS

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

ANNEX 8

EXPECTATIONS FOR UPPER PAY RANGE TEACHERS

All teachers on the Upper Pay Range will be:

- Highly competent in all elements of the Teachers' Standards and
- Their achievements and contribution to the school will be substantial and sustained.

The following table provides an overview of what post threshold teachers should aspire to at each pay level and to achieve the next level.

UPR1 Impact across the team	UPR2 Impact beyond the team	UPR3 Impact across or beyond the school
Accepted professional	Established professional	Senior and leading professional
• Consistently good teaching and developing outstanding practice • Will regularly support activities • Most pupils will make good progress • Will take an enthusiastic and proactive role in the school • Good progress towards appraisal objectives being met each year • Demonstrate and model good practice within own classes for other members of staff • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback especially with those new to the profession • Evaluate and develop the planning and delivery of the curriculum by contributing to schemes of work and developing resources	Over a sustained period: • Consistently good teaching and increasingly outstanding professional practice • Will lead activities • Some pupils will exceed good progress • Will take an enthusiastic and proactive role in school • Good progress towards appraisal objectives being met each year • Will demonstrate and model good practice for other members of staff and contribute to policy and practice which has improved teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice and providing advice and feedback enabling teachers to improve their teaching practice • Evaluate and develop the planning and delivery of the curriculum across the school, taking the lead on schemes of work and developing resources	• Consistently good teaching and regularly outstanding teaching and professional practice • Will create, develop and lead activities • Over a sustained period, many pupils will exceed good progress • Will take an enthusiastic and proactive role within the school and with wider stakeholders • Good progress towards challenging Appraisal objectives being met each year • Will coach and mentor staff to excellence and/or lead on the development of policy and practice which will improve teaching and learning across the school • Contribute to the professional development of colleagues across the school through coaching and mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers to Good or Outstanding teaching • Evaluate and develop the planning and delivery of the curriculum across the school; taking the lead on schemes of work and developing resources, including cross-curricular themes

ANNEX 9

TEACHERS' STANDARDS SELF-EVALUATION

Please review these standards before your target setting meeting. They should inform both the targets that are and any professional development that you may need and which should be discussed at the meeting. The document could be used to record evidence.

PART 1 – TEACHING	Self-evaluation
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE STUDENTS	
1 (a) establish a safe and stimulating environment for students, rooted in mutual respect	
1 (b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions	
1 (c) demonstrate consistently the positive attitudes, values and behaviour which are expected of students	
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS	
2(a) be accountable for students' attainment, progress and outcomes	
2(b) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these	
2(c) guide students to reflect on the progress they have made and their emerging needs	
2(d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching	
2(e) encourage students to take a responsible and conscientious attitude to their own work and study	
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE	
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students'	

interest in the subject, and address misunderstandings	
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
3(c) 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	
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
4. PLAN AND TEACH WELL STRUCTURED LESSONS	
4(a) impart knowledge and develop understanding through effective use of lesson time	
4(b) promote a love of learning and children's intellectual curiosity	
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding students have acquired	
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching	
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL STUDENTS	
5(a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively	

5(b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these	
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development	
5(d) have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; 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	
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
6(b) make use of formative and summative assessment to secure students' progress	
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons	
6(d) give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback	
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD SAFE LEARNING ENVIRONMENT	
7(a) 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	
7(b) have high expectations of behaviour, and establish a framework	

for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES	
8(a) make a positive contribution to the wider life and ethos of the school	
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
8(c) deploy support staff effectively	
8(d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
8(e) communicate effectively with parents with regard to pupils' achievements and well-being.	

ANNEX 10 - Quality Assurance: Observer Feedback Form 2025-2026

Staff Name:

Observer:

Year Group:

Subject:

Date:

Area:	Summary Feedback:
Purpose: What is being taught and why?	
Pitch: Is there the appropriate level of challenge in the lesson and curriculum for all pupils?	
Pace: Are the activities, feedback and the classroom environment focused on maximising pupil learning?	
Progress: Are assessment for learning strategies being used to know that the pupils are learning? What happens when gaps are found?	
Positivity: Are behaviour for learning strategies in place? Is behaviour for learning visible?	
Moving Forward	

Grading:	Description:
Attention	Are weaknesses or inconsistencies in implementation which has a negative impact on pupils in general or on a particular group Adaptations (especially for groups – disadvantaged/ SEND/ known to social care/ other barriers) are not well matched to pupils' needs
Expected Standard	Curriculum is generally taught well Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn Assessment is used well to check understanding and make changes to teaching as necessary Adaptations are considered and implemented carefully
Strong Standard	Expected standard has been met plus: Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written Teachers make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs Approach to pupil groups (disadvantaged/ SEND/ known to social care/ other barriers) removes barriers to achievement for these pupils