



Staploe Education Trust

Policy for Appraising Teacher Performance

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Author:	Executive Headteacher
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Terminology

“Governors” in this context refers to our Trustees (Directors)

Policy for Appraising Teacher Performance

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by Trust to reflect changes in supporting advice or guidance

1. Purpose

The policy sets out how schools within Staploe Education Trust will work with individual teachers to ensure they are supported to deliver the best possible educational outcomes for children and young people. Appraisal in all schools within the Trust will be a supportive and developmental process, applied consistently and designed to ensure that teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as professional teachers. Regular appraisals will give the teacher and their line manager the opportunity to develop a clear view of progress, recognise achievements, set new objectives and identify the support and development needed in order to meet them. Appraisal provides an excellent opportunity to recognise ‘a job well done’ and the appraisal process will have a direct link to consideration for pay progression. In some cases, the appraisal process will also be used to address concerns that are raised about a teacher’s performance. If concerns cannot be resolved through the appraisal process, consideration will be given as to whether to commence the capability procedure.

2. Application of the policy

This policy applies to the Executive Headteacher, Headteacher and to all staff employed as teachers at the school except the following:

- teachers on contracts of less than one term;
- newly qualified teachers i.e. those in their induction year;
- teachers for whom the capability process is considered more appropriate.

Where a teacher is contracted to work at two or more schools, the Headteacher may agree that it would be more appropriate for the teacher to be appraised by another school on behalf of the Trust. Teachers are entitled to be appraised on all aspects of their job role.

3. Definitions

Throughout the policy, the following definitions will apply:

- ‘Executive Headteacher’: the Executive Headteacher leads all schools within the Trust.
- ‘Headteacher’: the Headteacher at each school within Staploe Education Trust.
- ‘SLT member’: a member of the Senior Leadership Team, defined as ‘senior manager’ by the School Teachers’ Pay and Conditions Document, delegated by the Headteacher to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.
- ‘Lack of capability’: circumstances where an employee consistently fails to perform his/her duties to a wholly satisfactory standard.

4. The Appraisal Period

The appraisal period will run for twelve months from 1 November to 31 October. Teachers who are employed on a fixed term contract of less than one year will receive an appraisal in accordance with the principles underpinning this policy. The length of the review period will be determined by the duration of their contract.

Where a teacher starts their employment for a school within the Trust part-way through an appraisal cycle, the Headteacher or, in the case of the Executive Headteacher or Headteacher, the Board of Directors for Staploe Education Trust, will determine the length of the first cycle with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case of the Headteacher, the Executive Headteacher will determine whether the cycle should begin again and whether to change the appraiser.

5. Appointing Appraisers

All appraisers, other than those responsible for appraising the Executive Headteacher and Headteacher, will be qualified teachers with current or recent teaching experience. Appraisers will receive training in order to carry out their duties.

6. Executive Headteacher

The Executive Headteacher will be appraised by Staploe Education Trust, usually supported by a suitably skilled and/or experienced external adviser who has been appointed for that purpose.

The task of appraising the Executive Headteacher, including setting his/her objectives, will be delegated to a panel of three of trustees. Where the Executive Headteacher does not believe one or more of those trustees is appropriate to act as her/his appraiser, s/he may submit a written request to the Chair of the Board for the member(s) of the appraisal panel to be replaced, explaining the reason for the request.

7. Headteacher

The task of appraising the Headteacher, including setting his/her objectives, will be delegated to a panel comprising the Executive Headteacher and a trustee. That trustee will usually serve on a committee or advisory body where the headteacher makes a professional contribution. . Where the Headteacher does not believe a trustee is suitable to act as her/his appraiser, s/he may submit a written request to the Executive Headteacher for the member(s) of the appraisal panel to be replaced, explaining the reason for the request.

8. Teachers

The choice of appraiser for other teachers rests with the Headteacher. Normally this will be a line manager.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

On an exceptional basis, where a teacher objects to the Headteacher's choice, his/her concerns will be carefully considered and an alternative appraiser may be appointed.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

9. Setting objectives

Objectives for the Executive Headteacher and Headteacher will be set as outlined above.

Objectives for each teacher covered by the policy will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be SMART i.e. Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. In setting the objectives, appraisers will have regard to what can

reasonably be expected in the context of roles, responsibilities and experience, consistent with the Trust's strategy for achieving a work/life balance for all staff.

The objectives set for each teacher will, if achieved, contribute to their school's plans for improving the school's educational provision and performance, and improving the educational opportunities of students at that school and will also enable the professional development of the teacher.

We expect that there will be no more than three significant objectives set each year. These will reflect the priorities of the Trust:

- The progress of students/pupils for which the teacher is responsible
- Professional Development, usually related to the quality of teaching or leadership of progress and learning.
- School Improvement, usually related specific school improvement objectives or directly linked to their area of responsibility if they are a TLR (Teaching & Learning Responsibility) holder.

Where possible, the agreed objectives will contain a description of what success may look like. The objective will be phrased in such a way as to make clear what the impact of that objective should be. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

The Trust operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated by the Headteacher or a nominated senior leader to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher. The teacher may record his/her objection to an objective on the planning statement. Objectives may be revised if circumstances change.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When teachers return from an extended period of absence, objectives may be adjusted to allow them to readjust to their working environment.

The Headteacher will ensure that all teachers are assessed against the sets of standards published by the Secretary of State in the School Teachers' Pay and Conditions Document as appropriate to their role.

10. Reviewing performance: Observation

The Trust believes that observation of classroom practice and other responsibilities is an important way of assessing teacher performance, although observation is not the only way in which performance should be assessed. Where lesson observation is to be used to assess performance, the aim will be to identify strengths and areas for development.

In order to be effective, the Trust expects observations to be carried out in a supportive manner, with professionalism, integrity and courtesy from all parties. Lesson observations will only be carried out by qualified and experienced teachers. Performance observed will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect the teacher's performance on the day.

Teachers can expect to be given at least five school working days' notice of the date and time of the observation and will be provided with verbal feedback by no later than the end of the next school day. Other than in exceptional circumstances, teachers can expect to receive written feedback within five school working days.

For the purposes of appraisal, teachers' performance will be usually observed on two occasions during the year. The conduct of appraisal observations will be in accordance with the school's lesson observation protocol (see Annex B). This includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits. At least one observation will take place during the first three months of the appraisal cycle, to allow for improvement and development.

Each school will use the findings of these appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers, including the Executive Headteacher and Headteacher, whose posts have responsibilities outside the classroom, should also expect to have their performance of those responsibilities observed and assessed.

11. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving and enhancing their teaching through appropriate professional development, for example through peer observation. Professional development will be linked to school improvement priorities and to the on-going professional development and learning needs and priorities of individual teachers.

Each school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. In the annual budget planning cycle, the governing body will make best efforts to ensure that resources are made available for appropriate training and support agreed for appraisees. The Headteacher will be responsible for ensuring that access to CPD support is provided on an equitable basis.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the CPD identified is essential for an appraisee to meet their objectives.

12. The Appraisal Meeting

Teachers will receive constructive feedback on their performance throughout the year, and there will be a formal mid-year calendared review meeting. Feedback will highlight particular areas of strength as well as any areas that need attention, so that there are 'no surprises' at the end of the cycle when pay recommendations are made.

The appraisal meeting will be conducted in a supportive and professional manner. As soon as practicable, following the appraisal meeting, the teacher will receive and have the opportunity to comment on a written appraisal report. The appraisal report will include:

- the training and support will help the school to achieve its priorities
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant professional standards

- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (n.b.. – pay recommendations need to be made and colleagues informed of the decision by 31 December for Headteachers and by 31 October for other teachers);
- a space for the teacher's own comments

A review meeting will take place to discuss the content of the report, any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

13. Pay Progression

The Trust will determine the pay policy on an annual basis in accordance with the School Teachers' Pay and Conditions Document. Decisions on pay progression will be made by 31 December for the Headteacher and by 31 October for all other teachers.

Where teachers are eligible for pay progression, the recommendations made by the appraiser will be based on the assessment of their performance against the agreed objectives and with reference to the relevant criteria.

The decision made by the relevant decision-making body will be based on the criteria and guidance contained in the School Teachers' Pay and Conditions Document and the relevant criteria.

Where the Executive Headteacher or Headteacher has not been recommended for pay progression s/he will be informed by the chair of the T Review Committee.

The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and Headteacher, when the Headteacher has not been recommend for pay progression) will be entitled to exercise the right of appeal (see Trust Pay Policy), assisted by a companion who may be an school-based colleague or a representative of his/her trade union.

14. Concerns about Performance

If a teacher is at risk of not meeting their appraisal targets and demonstrably meeting each of the Teacher's Standards the objective will be to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved. Where it is apparent that a teacher's personal circumstances are leading to difficulties at the school, appropriate support will be offered as soon as possible, without waiting for the formal annual review.

Where there are concerns about any aspects of the teacher's performance at any point in the appraisal cycle, the appraiser will share these with the Headteacher and meet with the teacher to initiate a support plan (Annex A), which will:

- give clear feedback about the areas of concern
- give the teacher the opportunity to comment and discuss the concerns and establish the likely causes of poor performance including any outside factors
- identify any training needs/support needed (e.g. coaching, mentoring, monitoring, structured observation including peer observation; and observation of good practice)
- clarify the areas that need to be addressed, with reference to the National Teachers' Standards and agree any support that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress
- if it is appropriate to revise objectives, agree sufficient time for improvement
- allow an appropriate amount of time to reflect the seriousness of the concerns. The appraiser will explain the implications and process if no, or insufficient, improvement is made

The teacher's progress will continue to be monitored as part of the appraisal process and these concerns will be identified clearly to the teacher. A reasonable time will be given for the teacher's performance to improve. This will depend upon the circumstances but will be within a stated time, normally for a period of four school weeks, and in accordance with the Support Plan (Annex A). The aim is to ensure that the teacher can improve his/her performance, so s/he will be provided with appropriate support as agreed in the support plan.

During the monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support plan if appropriate. If, at the end of the monitoring period, the appraiser is satisfied that the teacher has made, or is making, sufficient progress, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. The appraiser and the appraisee will keep a record of the support given, progress made and any other interventions, on the support plan template.

The Headteacher will be updated and informed of progress with the support plan.

If the appraiser has evidence to show that the teacher is not making progress, s/he should consult the Headteacher /SLT member so that consideration may be given to whether or not to use the Trust's Capability Procedure.

15. General Principles

This Policy is based on the following principles and good practice guidance:
 ACAS Code of Practice on Disciplinary and Grievance Procedures
 The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency and Fairness

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

Sickness

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 Trust's absence policy and will normally be referred to the Occupational Health Service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the Headteacher will determine whether the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality and Professional Relationships

Only the appraisee's line manager/s, the Executive Headteacher, Headteacher or their nominated member of the SLT will be provided with access to appraisal information.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Trust Board recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the Headteacher, Executive Headteacher and Trust Review Committee(TRC) to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher will also be entitled to review any pay recommendations.

Monitoring and Evaluation

The Trust Review Committee will monitor the operation and effectiveness of the school's appraisal arrangements through the report of the Executive Headteacher each year when pay recommendations are made. The Executive Headteacher will provide the TRC with evidence that the school's appraisal and capability policies have been implemented effectively and will include an assessment of the impact of the policies on the protected characteristics as set out in the Equality Act, 2010, i.e.

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention of records

The governing body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Annex A - Significant concerns about performance Staploe Education Trust Support Plan Outline

Concerns about a teacher's performance might arise at any time during the appraisal cycle. Concerns might be triggered by valid, persistent and significant parental or student concerns regarding progress, well-being or development; evidence that a teacher is consistently failing to meet the [Teachers' Standards](#). Should such concerns emerge and be substantiated, a teacher would normally move straight to stage 2 of the Trust's support plan.

Should concerns about a teacher's performance arise as a result of a lesson observed as part of the appraisal process, a teacher will usually enter the Trust Support Plan at Stage 1.

Stage 1

If a lesson is observed and found to have aspects which need development, these will be identified through constructive feedback and support from the appraiser. Often a development focus will be addressed through a school's normal CPD programme. Occasionally it might be determined that a teacher would benefit from bespoke CPD and this will be agreed with a senior member of staff with responsibility for CPD.

Should a lesson be observed with two or more main areas for development against the school's Teacher Framework document, the teacher will be observed again within two weeks and the appraiser will seek to provide rapid intervention to support professional development. Improvement targets might be set. After a second lesson observation, the appraiser will determine whether concerns about performance can be met within the standard professional development programme or will recommend that the teacher enters stage 2 of the Support Plan.

Stage 2

If a teacher enters the Support Plan at stage 2, other means of professional support will be sought to complement that of the appraiser. This support is likely to include planned peer observations, peer coaching, support from an advanced practitioner, Head of Faculty or specific subject intervention.

There will be a further follow-up lesson observation within a month of initiating Stage 2. The appraiser will then determine the next steps. If there is evidence of progress in the areas for development identified, then standard CPD and appraisal procedures will resume. If a number of areas for development persist, the support plan will continue into Stage 3.

Stage 3

At stage 3, a support plan designed to address concerns about a teacher's performance will involve a designated senior leader, who will provide regular coaching and mentoring meetings, set and review targets and, outcomes.

At stage 3, a senior leader will seek evidence of improvement relevant to the specific areas of concern. This might include pupil progress data, improved lesson plans, scrutiny of students' work. Evidence will include further lesson observations, usually within two school weeks, after agreeing Stage 3 aspects requiring rapid improvement.

Advice from a union representative may be sought at this stage.

During this stage, further support will be agreed. This might include focused and targeted observations and opportunities for team planning. Further lesson observations will be agreed and targets for improvement kept under review.

If subsequent lesson observations and other evidence indicates significant progress toward improvement objectives, with explicit reference to the Teachers' Standards, then routine appraisal procedure will resume.

Stage 4

If significant progress is not made to meet areas identified for development and to improve the quality of teaching, there will be a full review meeting with the teacher, the senior member of staff leading the support plan, the appraiser and another senior member of staff /head teacher in order to agree next steps.

At this stage, a review might determine that modification or more time is required for a support plan or determine that the teacher should move into the Trust's Capability Procedure.

Annex B - Lesson Observation Protocol

1. Introduction

- 1.1. The Trust recognises that there are a variety of means by which teacher performance may be assessed. We believe that observation of classroom practice and other responsibilities is important, both as a way of assessing individual performance and of gaining useful information that can inform school improvement more generally.
- 1.2. The trust is committed to ensuring that all classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - seek to reach agreement in advance on classroom observation to be carried out;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
- 1.3. In accordance with these principles, the Headteacher will:
 - consult staff annually on the pattern of lesson observations which teachers can expect annually and seek agreement with the teachers and their recognised organisations on these arrangements;
 - ensure that there will be a reasonable amount of time between lesson observations in order to provide time for development and for improvement to be achieved, irrespective of the purpose of those observations;
 - ensure that lesson observation is undertaken solely by persons with qualified teacher status and the appropriate training and professional skills. Neither students nor governors will undertake classroom observations for the purpose of assessing teacher performance (although governors may, by agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area); and
 - ensure that as far as possible, the results of observations are used for multiple purposes, in order to avoid any unnecessary observations.
- 1.4. The trust recognises that visits to lessons by the Headteacher or SLT in order to carry out a support plan (as defined in the appraisal policy) with a teacher or talk to students are separate from this lesson observation protocol.

1.5. The purpose of visits to lessons by the Headteacher and SLT will be made clear before they occur.

1.6. The governing body agrees that information gained through the use of 'drop-ins' and learning walks will not be used as part of the appraisal process. Where they are used for evaluation purposes in order to inform whole school development, this will be in accordance with the section on learning walks and drop-ins below.

2. Maximum periods and occasions of observation

2.1. Lesson observations for the purposes of performance management/appraisal will normally be no more than one observation per teacher per term in each performance management cycle.

2.2. Where there have been concerns regarding the performance of an individual teacher, additional classroom observation may form part of the teacher's support plan. In such cases, the purpose and timing of lesson observations will be agreed as part of the support plan.

2.3. A teacher may choose to request additional lesson observations at any time.

2.4. Where more than one observation per term is to be conducted, the governing body agrees that the amount of observation will be kept to the shortest period on the fewest number of occasions necessary.

3. Preparations for observations

3.1. In keeping with the governing body's commitment to supportive and developmental lesson observation, the date and time of observations conducted for the purposes of performance management/appraisal or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed at least five school working days in advance. Every effort will be made for observation to be conducted at an agreed time.

3.2. Before any performance management/appraisal observation is conducted, there will be an opportunity for the appraiser and appraisee to meet in order to discuss the context and focus of the lesson to be observed. Where another teacher or a member of support staff will be present during a class which is to be observed, consideration will be given to any other arrangements that may need to be made.

3.3. The arrangements for lesson observation for appraisal purposes will be included in the planning and review statement and will:

- include the number of observations to take place (normally not more than three per year);
- specify the primary purpose(s) of the observation;
- specify any particular aspects of the teacher's performance which will be assessed;
- specify the duration of the observation;
- specify when the observation will take place; and
- specify who will conduct the observation.

4. Feedback and records

4.1. The governing body recognises that in order to be useful to the teacher whose performance is under review, verbal feedback from lesson observation must be given as early as possible. Verbal feedback will therefore be given at a pre-arranged time for the purposes of performance management as soon as possible after the observation and normally no later than the end of the following working day.

4.2. The Headteacher is responsible for ensuring that sufficient time is allocated for performance management/appraisal purposes in addition to PPA time.

- 4.3. Written feedback will be provided within five school working days of the observation taking place. The appraiser will be given sufficient time within the school day to prepare the conclusions agreed with the appraisee on the outcomes of the lesson observation.
- 4.4. The record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The appraisee will be entitled to append written comments to the feedback document. No written notes will be kept in addition to the feedback document.
- 4.5. Teachers will have access to all written accounts of the observation after their lessons. The feedback will be treated as confidential for access by the teacher, the appraiser and the Headteacher.

5. 'Learning Walks' and Drop-Ins

- 5.1. This governing body agrees that 'learning walks' or other short visits to classes such as drop-ins will only be carried out in accordance with this protocol. Drop-ins are not intended to take the place of lesson observation.
- 5.2. 'Learning walks' may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgmental and are a whole-school improvement activity. The results of information gained during learning walks and drop-ins are not intended to form part of either the appraisal or the capability procedures.
- 5.3. A programme of 'learning walks' should be agreed with teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly. The Headteacher will avoid undertaking a learning walk or drop-in at times when the whole staff is under additional pressure.
- 5.4. The purpose or focus of a 'learning walk' should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual teacher.
- 5.5. 'Learning walks' will be conducted with minimum disruption to teachers and students and will be undertaken in a supportive, courteous and professional manner. A maximum of two colleagues will be involved in such visits to any lesson at any time.
- 5.6. Students will not be asked for their views of an individual teacher during 'learning walks', although students may be asked about their learning.
- 5.7. Those teachers whose classes are visited will be given the opportunity to see any written logs which have been made during the 'learning walk'.
- 5.8. Reviews of the practice of undertaking 'learning walks' will be held with all staff during staff meetings. Any concerns about the implementation of this protocol should be raised with the Headteacher either by the individual teacher concerned or with the support of the school trade union representative.

Annex C: Staploe Education Trust - Professional Expectations

Primary Schools

Professional Development Phase	Scale Point	Expectations
Advanced Practitioners	UPS 3 Senior Leadership-Ready	A highly competent practitioner, with a consistently high standard of classroom practice and examination outcomes, leading change that impacts on a significant number of pupils and embodying the ethos of 'achieving excellence with care'
	UPS 2 UPS 1 Post-Threshold	<p>This could include:</p> <ul style="list-style-type: none"> • Meeting all standards for Assured Practitioners and acting as an example of best practice, through coaching and mentoring from SLT • Leading an aspect of change: contributing to and implementing new policies and practice that impact on groups of pupils and shape the broader life of the school • Coaching and mentoring of Assured Practitioners to move towards teaching that is best practice • Influencing, coaching and mentoring others to identify, deploy and monitor clear, ongoing and personalised pupil interventions which impact successfully on their outcomes • Coaching and mentoring Assured Practitioners, with a focus on pupil safeguarding and well-being, making notable impact on their development, welfare and progress • Supporting and working with SLT on identified whole- school priorities and developments.

Assured Practitioners	M6 Threshold - Ready	<ul style="list-style-type: none"> • A competent practitioner who meets all teaching expectations, with a focus on developing best practice in most areas, coaching skills and broadening their experience of leadership.
		This could include: <ul style="list-style-type: none"> • Meeting all standards for emergent practitioners and acting as an example of good practice
	M5	<ul style="list-style-type: none"> • Identify areas for development and improve practice in response to coaching and mentoring from Advanced Practitioners
	M4	<ul style="list-style-type: none"> • Show evidence of classroom practice which consistently meets expectations with some areas of best practice, with support from Advanced Practitioners.
M3	<ul style="list-style-type: none"> • Leading, with support, relevant subject or year team initiative, negotiated with HOF or HOY, evaluating and sharing outcomes with relevant staff 	
	<ul style="list-style-type: none"> • Successful mentoring or coaching of Emergent Practitioners 	
	<ul style="list-style-type: none"> • Proactive contribution to relevant ITT mentoring or other CPD initiative, with increasing independence and levels of responsibility 	
	<ul style="list-style-type: none"> • Proactive responsibility for own CPD, taking on professional challenges and developing leadership 	
	<ul style="list-style-type: none"> • confidence and autonomy 	
	<ul style="list-style-type: none"> • Taking responsibility for aspects of faculty structures (e.g. schemes of work / assessments / website) with notable impact 	
	<ul style="list-style-type: none"> • Most pupils meeting or exceeding target expectations with those below expectation having clear and current interventions recorded 	
	<ul style="list-style-type: none"> • Autonomous communications with parents/carers, successfully encouraging them to engage with school about their child's progress, development and/or well-being 	
	<ul style="list-style-type: none"> • Successful liaison with agencies and networks beyond school to support any aspect of our work with pupils 	
	<ul style="list-style-type: none"> • Able to demonstrate (through case studies) positive impacts with individual pupils, in both subject and form groups 	
	<ul style="list-style-type: none"> • Undertaking action research, based on classroom practice; possibility of taking on masters. 	

Emergent Practitioners	M2 (RQT) M1 (NQT)	<p>Competent practitioners, with a focus on the development of their classroom practice, building pedagogical expertise and maturing as a form teacher.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Moving classroom practice towards consistently meeting expectations, with support from Assured Practitioners, including NQT mentors (at M1) • Making good progress (M2) with the action points arising from the final NQT report • Engagement in dedicated CPD for emergent practitioners • Engagement in professional development partnership, or similar initial classroom-based action research; possibility of taking on masters. • Involvement in development of schemes of work, shared teaching resources and good practice • Proactive responsibility for own CPD, taking on professional challenges and developing leadership confidence and autonomy, with support of Assured Practitioner, including NQT mentors • Supporting pupils through personalised interventions, in both subject and form groups • Supported communications with parents, successfully encouraging them to engage with school about their child's progress, development and/or wellbeing.
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Secondary Schools

Professional Development Phase	Scale Point	Expectations
Advanced Practitioners	UPS 3 Senior Leadership-Ready	A highly competent practitioner, with a consistently high standard of classroom practice and examination outcomes, leading change that impacts on a significant number of students /pupils and embodying the ethos of 'achieving excellence with care'
	UPS 2 UPS 1 Post-Threshold	<p>This could include:</p> <ul style="list-style-type: none"> • Meeting all standards for Assured Practitioners and acting as an example of best practice, through coaching and mentoring from SLT • Leading an aspect of change: contributing to and implementing new policies and practice that impact on groups of students and shape the broader life of the school • Coaching and mentoring of Assured Practitioners to move towards teaching that is best practice • Influencing, coaching and mentoring others to identify, deploy and monitor clear, ongoing and personalised student interventions which impact successfully on their outcomes • Coaching and mentoring Assured Practitioners, with a focus on student safeguarding and well-being, making notable impact on their development, welfare and progress • Supporting and working with SLT on identified

Emergent Practitioners	M2 (RQT) M1 (NQT)	<p>Competent practitioners, with a focus on the development of their classroom practice, building pedagogical expertise and maturing as a form teacher.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Moving classroom practice towards consistently meeting expectations, with support from Assured Practitioners, including NQT mentors (at M1) • Making good progress (M2) with the action points arising from the final NQT report • Engagement in dedicated CPD for emergent practitioners • Engagement in professional development partnership, or similar initial classroom-based action research; possibility of taking on masters. • Involvement in development of schemes of work, shared teaching resources and good practice • Proactive responsibility for own CPD, taking on professional challenges and developing leadership confidence and autonomy, with support of Assured Practitioner, including NQT mentors • Supporting students/pupils through personalised interventions, in both subject and form groups • Supported communications with parents, successfully encouraging them to engage with school about their child's progress, development and/or wellbeing.
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