Successful Learners

TEACHER PERFORMANCE OBJECTIVES AND STANDARDS

Teacher Objectives

Teachers' performance is assessed against the relevant standards as well as against their objectives.

Objectives are likely to focus on:
• Impact on pupil progress;
• Impact on wider outcomes for pupils;
• Improvements in specific elements of practice, such as behaviour management or lesson planning;
• Impact on effectiveness of teachers or other staff; and
• Wider contribution to the work of the school.

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

Teachers' Standards

All teachers at this School are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their appraisal. If the School has concerns that a teacher may not be meeting the Teachers Standards appropriate action will be considered under either the Disciplinary or Capability procedure.

Post Threshold Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below, and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD and the School's Pay Policy.

(1) Professional Attributes
Frameworks
P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding
Teaching and learning
P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
Assessment and monitoring
P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
Subjects and curriculum
P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being
P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills
Planning
P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
Teaching
P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
Team working and collaboration
P9. Promote collaboration and work effectively as a team member.
P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Career Stage Expectations

The following matrix gives an indication of the standard of performance that the School expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range.

CAREER STAGE EXPECTATIONS					
Professional Area	**M1-2**	**M3-4**	**M5-6**	**UPS 1-2**	**UPS 3**
Professional Practice	All lessons good.	All lessons good some with outstanding features.	All lessons good many with outstanding features.	All lessons good with outstanding features, some outstanding.	All lessons good with outstanding features, majority outstanding.
Professional Outcomes (Student Progress)	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; a significant proportion exceed them with evidence of monitoring, tracking and intervention
Professional Relationships	Positive working relationships with students, colleagues and parents.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes.	Professional relationships with students, colleagues and parents lead to outstanding class provision.	Plays a proactive role in improving Key Stage or Departmental teams, enhancing provision and student outcomes.	Plays a proactive role in building whole school ethos through initiatives/projects to improve provision and student outcomes.
Professional Development	Able, with support, to identify key professional development needs and respond to advice and feedback. Participate in CPD. Can produce student resources with guidance.	Take a proactive role in accessing relevant support and CPD from colleagues, able to keep up-to-date with current pedagogy. Actively participates in relevant training. Can produce effective student resources.	Fully competent practitioner, able to keep up-to-date with current pedagogy and adapt practice accordingly. Actively participates in training and can support other colleagues. Can produce effective student resources.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Can lead colleagues in producing effective resources for students.	Plays a proactive role in leading the CPD of pastoral or department colleagues. Where appropriate takes part in whole school developments. Can lead teams of colleagues to produce high quality resources to further enhance learning.
Professional Conduct	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards