

**The Cam Academy Trust  
Performance Management Policy – All Staff**

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## **1. Guiding principles**

The Cam Academy Trust seeks to provide an excellent education for all pupils in all of its schools. It fully recognises that the key to this is committed and capable staff, working well together to provide this excellent education, and ensure that every school in the Trust runs effectively. The Trust is thus strongly committed to support effective professional development and support for all staff working for the Trust. A significant part of this is an effective performance management process. Performance management is an entitlement and requirement for all staff working for The Cam Academy Trust. This policy states the principles and fundamental procedures relating to all staff employed by the Trust, regardless of their specific place of work.

In its oversight of the performance management system, for all schools in the Trust, the Trust board is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 2018.

The Principal/Head of each school will moderate the performance management reviews of all staff in that school to ensure that the agreed targets and success criteria are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the Trust's performance management policy. The targets will also be in line with the priorities of the school as described in the school development plan. Training needs of staff inform and shape the whole school development priorities. Whole school priorities are then personalised and reflected in the individual performance management objectives.

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

This policy is written and should be adhered to in line with the Pay and Remuneration Policy.

## **2. Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff across the Trust and for supporting their development needs within the context of the relevant school development plan.

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

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

### **3. Appraisal**

The Trust Board, in partnership with the local governing body of a school, will appraise the performance of a Headteacher/Principal. In turn, the Headteacher/Principal is responsible for ensuring a review of the performance of every teacher and member of support staff employed at their school.

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

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

### **4. Appraisal Period**

The appraisal period will be for 12 months; it must be completed by 31 October (teaching staff), 30 April (support staff) and by 30 November for Headteachers/Principals. The cycle will begin with a Planning Meeting and will end with a Review Meeting. It is considered good practice to hold at least one mid-year review meeting, which will usually be conducted in January (teaching staff) and September (support staff) to consider progress towards the targets set and to note any areas of success or concern.

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

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

Where an employee is away from school because of maternity leave, we will ensure that any pay increases that would have been received, following appraisal, had she not been on maternity leave are applied. In reviewing performance, the school should consider the work that the employee has done in the time available or take into account evidence from the previous year. A practical and flexible approach to conducting appraisals and making pay decisions for employees who are absent on maternity leave should be taken.

### **5. Appraisers**

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

#### **For the Chief Executive Officer:**

The Trust Board is the appraiser for the Chief Executive Officer.

The Trust Board are responsible for making recommendations on whether a pay increment should be paid to the Chief Executive Officer, following the review.

### **For the Headteacher:**

The Trust Board, working with the local governing body is the appraiser for the Headteacher, and to discharge this particular responsibility on its behalf, will appoint three suitably qualified individuals which will include at least, 1 Trustee and a maximum of 2 local governors. Headteachers can raise an objection to the chair of governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process. This request will be reasonably considered, and an alternative appraiser appointed where possible.

The Trust Board and the local governing body of each school will use a trust executive to provide advice and support in relation to the appraisal of the Headteacher.

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

### **For all other employees**

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

Staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Principal/Headteacher who will consider this and make a decision. Where the objections are rejected by the Principal/Headteacher, the member of staff should be advised in writing. All requests of this nature will be reasonably considered, and an alternative appraiser appointed where possible.

## **6. Objective setting - Teaching Staff**

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

It is expected that there will be a degree of flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school. On the grounds that emerging

issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school.

Objectives should be SMART

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Time-bound

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

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

Objectives may be revised if circumstances change but individual circumstances will be considered when agreeing revised objectives.

## **Objective Setting – Chief Executive/Headteachers/Principals**

The Trust Board and/or the local governing body, before, or as soon as practicable after the start of each appraisal period, will inform the Chief Executive/Headteacher/Principal of the standards against which their performance will be assessed and set objectives for the appraisal period.

Every effort should be made to achieve agreement on these objectives; only as a last resort should targets be imposed. Appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the Chief Executive Officer/Headteacher/Principal has the right to appeal.

## **Objective Setting – Support Staff**

The support staff Performance Management Scheme is a continuous annual cycle that links performance with the drive for continuous improvement and service. It offers a rigorous approach to define, assess and reward achievement in the workplace. Objectives, at least three should be set within the context of the school's development plan and in line with developmental needs to increase the individual's understanding of how their job adds value to the organisation.

The job description is considered to be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. When setting objectives, you should also take into account:

- The strengths and interests of the individual
- What timescales are appropriate
- The level of support that will be required

Using the Support Staff Performance Review document (Appendix C), you should set objectives out alongside reasoned performance criteria and agreed evidence for success. This performance criteria should show what success looks like.

All support staff will be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance regularly assessed.

Objectives may be revised if circumstances change but individual circumstances will be considered when agreeing revised objectives.

## **7. Reviewing Performance and the Annual Assessment – Teaching Staff**

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

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

A written appraisal report will be provided at the conclusion of the appraisal process – by 31 October for teachers and by 30 November for Headteachers; the report will record the overall performance assessment and any pay recommendation.

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

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

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 2018.

The local governing body and Headteacher will ensure that all written appraisal records are retained in a secure place. Appraisees can appeal against any information contained within the appraisal documentation.

## **Reviewing Performance, Work Evaluation and the Annual Assessment – Support Staff**

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

A written appraisal report will be provided at the conclusion of the appraisal process by 30th April.

Mid-term progress checks are normally short one-to-one discussions between the Appraiser and Appraisee. Meetings should be held in September and should be specific and positive to reinforce successful behaviour and encourage change where necessary. All staff need continuous feedback, praise and reassurance especially when they have done well and worked hard.

Work evaluation will normally take place at least once per cycle in your review meeting. In planning evaluation, we will follow these principles:

- successful evaluation requires preparation and training, and a clear understanding on the part of the Appraiser and Appraisee of its purpose;
- the format of the evaluation will depend on its purpose;
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time. When giving feedback, the Appraiser should take into account the range of activities carried out by the Appraisee and the time spent on each activity.

Areas of under-achievement should also be discussed, but in a climate of support and encouragement rather than blame or punishment. Means of addressing under-achievement should be continually sought. However, there needs to be clarity that continued poor performance will be addressed via the capability procedure. Performance Management will be suspended if the capability procedure is invoked.

A brief note of the meeting and work observation outcomes should be retained by the Appraiser and Appraisee

### **THE ANNUAL REVIEW MEETING**

The annual review meeting is a structured discussion held between Appraiser and Appraisee. Its purpose is to assess overall job performance during the review period and find ways to improve and extend performance. The review period is between April and March.

The meeting will have seven features:

- Share assessment of performance relating to the whole of the previous cycle - normally 12 months. These assessments will be based on work observation and the review meetings of the period in question.
- Recognise and celebrate achievements.
- Identify areas where performance could be improved and agree ways of achieving this.
- Determine how the Appraiser can assist the individual to improve performance and where necessary improve the Appraiser's own input to the process.

- Agree a learning and development plan
- Plan a programme of regular review meetings and work observation leading up to the next annual review meeting.
- A written record of the meeting should be retained by the Appraiser and Appraisee.

Effective Annual Review meetings have:

- Sufficient time and notice for both parties to prepare, and exchange information
- Proper preparation and identification of relevant information to support observations and assessments
- Discussion conducted in spirit of support and encouragement
- No surprises, initially problems should be raised during review sessions throughout the year
- Enough time allocated to do justice to the discussion
- An uninterrupted discussion which is private
- An open and honest two-way discussion with the individual taking the lead
- Documented conclusions and actions for both parties
- Commitment to any actions arising.

The record of the discussion and outcome of the Annual Review Meeting should be completed either at the meeting or shortly afterwards. The record is maintained on the employee's Personnel file.

Relevant information from Performance Management documentation may be taken into account in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

## **8. Continuing Professional Development**

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

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

Where an objective is linked to CPD, but an individual is unable to undertake the CPD identified due to budget constraints, this will not detrimentally affect the assessment of their performance against objectives.

## **9. Conflict of Interest**

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



## **10. Pay progression linked to performance**

The Local Governing Body's Remuneration Committee will consider annually, where applicable, advised by the Headteacher, whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

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

The relevant decisions for pay increments are clearly set out in the Trust Pay and Remuneration Policy. Teaching staff pay increments will be from 1 September. Support staff pay increments will be from the 1 April.

The Headteacher will ensure that appraisers have the knowledge and skills to apply procedures fairly.

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

As a general principle, staff performance that is meeting or exceeding the objectives set at the beginning of the relevant performance cycle will be anticipated to lead to a salary increment within the relevant range where this is applicable.

## **11. Staff experiencing difficulties**

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances is leading to difficulties at work, appropriate support should be offered at the earliest opportunity. This could be offered in the form of a structured support plan or regular review meetings.

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

If sufficient progress is made, the member of staff should be informed of this at a formal meeting and the appraisal process will continue as normal. The outcome of this meeting will be confirmed in writing.

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

## **12. Transition to Capability**

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

In the event that capability proceedings are deemed necessary they will be addressed through the Trust's capability procedure, as indicated in the Trust's Capability Policy

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 Management policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

### **13. Standards for Teachers Professional Development**

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

#### **Preamble**

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

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

Effective professional development relies upon teachers, headteachers and leadership teams in the Trust and in each school providing professional development, being clear about their respective roles and working together effectively.

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

#### **Effective Professional Development**

Effective teacher professional development is a partnership between:

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

In order for this partnership to be successful:

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

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

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

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

## **14. Teacher Standards**

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

### **a. Applying the Teachers' Standards**

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

### **b. Teachers**

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

### **c. Headteachers**

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

## **15. Evidence for performance management – Teaching Staff**

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

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

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

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

- an increasing positive impact in pupil progress
- an increasing impact on wider outcomes for pupils

- improvement in specific elements of practice
- an increasing impact of the efficiency of the school support services
- an increasing contribution to the work at the school
- an increasing impact on the effectiveness of staff.

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

It is recognised that a number of factors influence pupil performance, some of which will be beyond the control of the teacher. Measurements of performance against targets will consider wider circumstances, where appropriate and be relative and appropriate to the appraisees role and level of experience.

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

- They meet all their objectives; In some cases, staff will still be eligible for pay progression if not all objectives are met, this will be discussed between the staff member, appraiser and Headteacher/Principal
- teachers are assessed as meeting all the professional teacher standards;
- teachers lesson observations, learning walks and/or other evidence throughout the year is at least good

In the case of classroom observations, these will be carried out by a Senior Leader or Head of Department. At least five working days' notice of the date and time of the observation will be given, and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

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

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

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations may be arranged as part of an agreed plan.

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

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

## **Evidence for Performance Management – Support Staff**

Appraisees who are on the Senior Officer (SO) or Principle Officer (PO) scale and above are expected to gather concise evidence against their targets to support their review process.

Relevant information from Performance Management documentation may be taken into account when advising those responsible for making recommendations about performance, pay, promotion and capability matters.

### **16. Applications to be paid on the Upper Pay Range**

Qualified teachers employed under the School Teachers' Pay and Conditions Document (STPCD) can apply to be paid on the upper pay range (UPR). A qualified teacher who has had two successful performance management reviews may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

The application deadline for movement to the Upper Pay Scale is the 15 September. Applications may be made once a year and should be made by submitting the Upper Pay Scale Application Form (Appendix B) to the schools Headteacher/Principal.

If a teacher is simultaneously employed at another (school in the Trust, they must submit an application to the school in which they are mainly employed.

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

### **Preamble**

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

### **PART ONE: TEACHING**

A teacher must:

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

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

#### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils’ attainment, progress and outcomes
- plan teaching to build on pupils’ capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject and curriculum knowledge**

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

#### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

#### **6. Make accurate and productive use of assessment**

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

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

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

#### **8. Fulfil wider professional responsibilities**

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

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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

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

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

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

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



## **Appendix B – Upper Pay Spine Application**

### **UPPER PAY SCALE APPLICATION FORM**

#### **This form should be handled in confidence at all times**

This form should be used by teachers within The Cam Academy Trust who wish to apply to cross the threshold onto the upper pay spine.

See the Pay and Remuneration Policy for full details of the process of salary determination for all teaching staff.

#### **Who may apply?**

Qualified teachers employed under the School Teachers' Pay and Conditions Document (STPCD) can apply to be paid on the upper pay range (UPR). A qualified teacher who has had two successful performance management reviews may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

If a teacher is simultaneously employed at another school in the Trust, they must submit an application to the school in which they are mainly employed.

#### **When can applications be made?**

Applications may be made once a year.

The application deadline for movement to the Upper Pay Scale is the 15 September. Applications may be made once a year and should be made by submitting the Upper Pay Scale Application Form (Appendix B) to the schools Headteacher/Principal.

#### **How will the application be judged?**

An application from a qualified teacher will be successful where the local governing body is satisfied that:

- that as a teacher s/he is highly competent in all elements of the Teacher Standards; and
- that his/her achievements and contributions to the school are substantial and sustained

For the purpose of this policy:

- Highly competent means performance which is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate effective teaching practice and how to make a wider contribution to the work of the School in order to help them meet the relevant standards and develop their teaching practice.
- Substantial means of real importance, validity and value to the School; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Sustained maintained continuously over a period of at least 2 years.

All applications will be assessed robustly, transparently and equitably by the Headteacher/Principal and a decision will be made and communicated in writing. Where the application is unsuccessful, the written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria.

A successful applicant will progress to the minimum point of the Upper Pay Spine where it is expected that the level of performance assessed will be at least sustained. Further progression on the Upper Pay Spine will be dependent on additional evidence and applications that show that the teacher has developed further and taken on further responsibilities across the School as agreed with the Headteacher/Principal and which has been shown to have an identifiable impact on School improvement.

Applications to move to the Upper Pay Scale must include the following, but the presentation and generation of this evidence should take place overtime and should not be onerous. The evidence required provides all teachers with a fair opportunity in their appraisal to demonstrate that they have met the relevant standards and their individual objectives.

- A completed application form (Appendix B).
- A complete Performance Management review for the previous two cycles.
- Any accompanying evidence for these reviews.
- A complete professional file showing evidence of existing practice meeting and exceeding the teaching standards.
- Evidence of substantial and sustained contributions to whole school improvement in the previous two review cycles.
- Evidence of core values, understanding of the curriculum and professional knowledge.
- Evidence of high quality teaching and assessment of learning.
- Evidence of contribution to raising standards through pupil achievement.
- Evidence of effective professional development.

Any break of service within the performance management period will be considered.

Where a teacher has been employed at a different school for the previous two years, performance management evidence will be sought from the school and the previous Headteacher/Principal will be consulted as part of the evidence gathered.

## PART 1: TEACHER DETAILS

To be completed by the teacher

### Personal Details

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

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

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

### Declaration by teacher

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

Signed	
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Date	
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**PART 2: TEACHER STANDARDS**

When assessing the threshold application, the Headteacher/Principal will consider if the applicant meets the Teacher Standards (see appendix A).

Met/Not yet met

<b>Headteacher comment (if not yet met)</b>



**2 Promote good progress and outcomes by pupils**

--

Met/Not yet met

**Headteacher comment (if not yet met)**

--

**3 Demonstrate good subject and curriculum knowledge**

Met/Not yet met

**Headteacher comment (if not yet met)**

<b>4 Plan and teach well-structured lessons</b>
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Met/Not yet met

<b>Headteacher comment (if not yet met)</b>
---

--



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

--

Met/Not yet met

**Headteacher comment (if not yet met)**

--

**6 Make accurate and productive use of assessment**

--

Met/Not yet met

**Headteacher comment (if not yet met)**

--

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

--

Met/Not yet met

**Headteacher comment (if not yet met)**

--

<b>8 Fulfil wider professional responsibilities</b>

Met/Not yet met

<b>Headteacher comment (if not yet met)</b>

I declare that the information given, and the evidence referred to are drawn from my own day-to-day work as a teacher. I would like the evidence to be taken into account in assessing my work against the post-threshold standards.

Signed	
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Date	
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**PART FOUR: HEADTEACHER DECLARATION**

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

--

This application has been judged as: Successful/Unsuccessful

Name	
------	--

Signed	
--------	--

Date	
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**APPENDIX C – Support Staff Performance Review**

<p>Individual Objectives for 2019/2020 (no fewer than 3 and no more than 4)</p>	<p>Where relevant indicate how these link to Team Objectives, or School Objectives.</p>
<p>Team/School Focus</p> <p>1)</p> <p>2)</p> <p>3)</p> <p>4)</p> <p>Personal Development</p>	
<p>What Resources or Training will be needed to support you in achieving these objectives?</p>	
<p>Stage 1 – Planning</p> <p>Signed: ..... Appraiser: ..... Date: .....</p> <p>Signed: ..... Appraisee: ..... Date: .....</p>	

Stage 2 - Interim Feedback

Stage 2- Monitoring progress

Signed: ..... Appraiser: ..... Date: .....

Signed: ..... Appraisee: ..... Date: .....

Stage 3 - Feedback

Stage 3- Feedback

Signed: ..... Appraiser: ..... Date: .....

Signed: ..... Appraisee: ..... Date: .....



## Appendix D – Teaching Staff Performance Review

### Review

School year:

Assessment against objectives:

Objective 1:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 2:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 3:

Fully achieved

Partly achieved

Not achieved

Comments:

Objective 4:

Fully achieved

Partly achieved

Not achieved

Comments

**Assessment against standards**

Standards that apply (i.e. the Teachers' Standards and any other relevant standards):

Comments:

**Recommendation for pay progression (where applicable)**

Is pay progression being recommended?

If so, what is the recommended new salary?

Reasons:

Appraiser signature:

Date:

Appraisee signature:

Date:

## Planning

### Planning for the next school year:

Objective 1:

Steps to achieve, evidence to assess progress, and timescales:

Objective 2:

Steps to achieve, evidence to assess progress, and timescales:

Objective 3:

Steps to achieve, evidence to assess progress, and timescales:

Objective 4

Steps to achieve, evidence to assess progress, and timescales:

**Standards**

Standards to focus on:  
(for example, Teachers' Standard 2: 'Promote good progress and outcomes by pupils')

Evidence to assess progress and timescales:

**Training and development**

Focus:

Action:

Support:

Timescales:

**Comments**

Appraiser:

Appraisee:

Appraiser signature:

Date:

Appraiser signature:

Date:

**Date of interim meeting:**