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RAMSEY MANOR LOWER SCHOOL
POLICY FOR APPRAISING PERFORMANCE & DEALING WITH
CAPABILITY ISSUES for ALL SCHOOL TEACHING STAFF

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: STATUTORY

DATE ADOPTED: July 2013

Policy agreed by staff: RS date: July 2019

Policy agreed by Governors: JB date: July 2019

Date of next review: July 2020

In the development of this policy consideration has been given to the impact on protected characteristics under the Equality Act (2010) and the work life balance of employees This policy applies to all teachers and the Headteacher, employed at the school as defined in paragraph 1 below.

The Governing Board will review it annually following consultation with the staff to which appraisal applies.

1. Definitions

- 1.1 The term “Headteacher” also refers, where appropriate, to any other title used to identify the Headteacher.
- 1.2 The term “employee” refers to any member of the school teaching staff employed to work solely at the school.
- 1.3 The term “senior manager” refers to any member of the Leadership Group, as defined by the School Teachers’ Pay and Conditions Document.
- 1.4 If the Headteacher, following consultation with the Chair of Governors, considers that there is no senior manager to whom s/he can reasonably delegate a specific capability matter then the Headteacher will take the role of the senior manager for that specific case and the role of the “Headteacher” under this procedure will be performed by a “Disciplinary Committee” of the Governing Board consisting of not less than 3 governors, (except in circumstances provided for in the Secretary of State’s guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.

1.5 The role of the Headteacher will be taken by appropriate governors as indicated where the appraisal and or capability being reviewed is that of the Headteacher.

1.6 "Lack of capability" is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.

2. Purpose

2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees covered by the appraisal policy and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of employees in their respective roles. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

2.2 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

3. Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term, those teachers undergoing induction (*ie NQTs*), and those who have been transferred to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies to all employees of the school (including the Headteacher). Concerns about the employee's performance will have been identified by the appraisal process and which it has been unable to address.

Part A Appraisal

The appraisal policy in this school will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.

1. The appraisal period

1.1 **The appraisal period will run for twelve months** to cover the school year, from September to July for teachers, November to October for the Headteacher.

1.2 Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the review period will be determined by the duration of their contract.**

1.3 Employees will not normally be dismissed for performance reasons without previous warnings. However, in serious cases of gross negligence, or in any case involving an employee who has not yet completed their probationary period, dismissal without previous warnings may be appropriate.

There is some flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

2. Appointing appraisers

2.1 **The Headteacher will be appraised by the Governing Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board for that purpose.**

2.2 The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of at least two members of the Governing Board.

2.3 The Headteacher will decide who will appraise other employees covered by the policy. This will be notified to staff annually.

3. Setting objectives

3.1 **The Headteacher's objectives will be set by the Governing Board after consultation with the external adviser.**

3.2 **Objectives for each employee 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 Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

- 3.3 **The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.** This will be ensured by *quality assuring all objectives against the school improvement plan*).
4. Overall Performance of Teachers
 - 4.1 **Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** Each teacher will be assessed against the set of standards contained in the document called "Teachers' Standards" published in September 2012 and updated June 2013 and any subsequent amendment thereof.
 - 4.2 Teachers on the Upper Pay Scale will, in addition to the Teachers' Standards also be assessed against an additional set of standards
5. Reviewing performance
 - 5.1 Observation
 - 5.1.1 This school believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.
 - 5.1.2 All observation will be carried out in a supportive fashion in accordance with an observation protocol determined by the Headteacher following consultation with the staff to whom it applies. (see Appendix A: Observation Protocol)
 - 5.1.3 Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.
 - 5.1.4 Classroom observation of teachers to inform the appraisal procedure will be carried out by the Headteacher.
 - 5.1.5 Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
6. Drop-Ins
 - 6.1 In addition to formal observation, the Headteacher or other leaders with QTS with responsibility for teaching standards may "drop-in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop-in" observations will vary depending on specific circumstances.

- 6.2 All “drop ins” will be carried out in accordance with a protocol determined by the Headteacher following consultation with the staff to whom it applies. (see Appendix B: “Drop-In” Protocol).
7. Development and support
 - 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.
 - 7.2 Teachers professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
8. Feedback
 - 8.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.
 - 8.2 Where there are concerns about any aspects of the employee’s performance the appraiser will meet with the employee to:
 - give clear feedback about the areas of concern;
 - give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance and identify any training needs/support needed (e.g coaching, monitoring, structured observation) ;
 - clarify the required standards and agree any support (e.g. coaching, mentoring, structured observations), 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, it will be necessary to allow sufficient time for improvement.
 - the amount of time will reflect the seriousness of the concerns, and will explain the implications and process if none or insufficient improvement has been made.
 - 8.3 When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
 - 8.4 The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee. (See 10.4 below). If required, this will inform any decision on transition to the capability procedure.
9. Transition to capability

9.1 If the appraiser, is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The employee will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

10. Annual assessment

10.1 **The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.**

10.2 **In assessing the performance of the Headteacher, the Governing Board must consult the external adviser.**

10.3 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings as necessary, assessed against the Teacher Standards see Appendix C.

10.4 **The employee will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on a written appraisal report.**

10.5 Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher).

10.6 The appraisal report will include:

- **details of the employee's objectives for the appraisal period in question;**
- **an assessment of the employee's performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards (see Appendix C);**
- **an assessment of the employee's training and development needs and identification of any action that should be taken to address them.** The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- **a recommendation on pay where that is relevant.** Pay recommendations will be made by 31 December for Headteachers, by 31 October for other teachers.

Part B - Capability Procedure

1. Formal Capability Meeting

1.1 This procedure applies only to employees about whose performance there are serious concerns that the appraisal process has been unable to address. If under Part A above an employee's performance, who is covered by Part A, is not wholly satisfactory, the Headteacher will invite the employee to a formal capability meeting to discuss with the employee the identified poor performance as specifically as possible.

1.2 The Headteacher will write to the employee at least 10 working days in advance to inform him/her about:

- a) the date, time and place of the meeting.
- b) the basic details of the concerns about the employee's performance
- c) the employee's right to be accompanied by a representative of his/her trade union or a workplace colleague of his/her choice
- d) the titles of enclosed copies of any documents to be used at the meeting.
- e) names of any witnesses to be called
- f) his/her right to call witnesses on his/her behalf.
- g) The name and office of any adviser who will accompany the Headteacher at the meeting.

An extra copy, together with any enclosures, will be provided for his/her companion.

1.3 This meeting is intended to establish the facts. It will be conducted by the Headteacher (or the Chair of Governors for the Headteacher). The meeting will allow the employee to respond to concerns about his/her performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

1.4 The Headteacher may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end.

1.5 The Headteacher may also adjourn the meeting if it is decided that further investigation is needed, or that more time is needed in which to consider any additional information. In other cases, the meeting will continue.

1.6 During the meeting, or any other meeting which could lead to a formal warning being issued, the Headteacher will:

- In the case of a teacher, identify the poor performance, including which of the standards expected of the teacher is not being met;

- ensure the employee is given an opportunity to ask questions, present evidence, call witnesses, respond to evidence and make representations;
- establish the likely causes of poor performance including any reasons why any measures taken so far have not led to the required improvement;
- give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures which may include the setting of new objectives focused on the specific area/s of poor performance that need to be addressed. It will include any success criteria that are appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made;
- identify whether there are further measures which may improve performance and explain any support that will be considered and planned to help the employee, e.g. in-service training, visits to other schools, discussion with appropriate colleagues or professionals;
- set out the timetable for improvement and explain how performance will be monitored and reviewed.
- the timetable will depend on the circumstances of the individual case but will be reasonable and proportionate, between four and ten weeks in normal circumstances, and will provide sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required, and sufficient time to establish whether performance has improved; and
- warn the employee formally that failure to improve within the set period could lead to a final written warning which could then lead to his/her dismissal.
- inform the employee of the right of appeal
- agree with the employee and any companion the date of the formal review meeting

1.7 Notes will be taken of formal meetings and a copy sent to the employee and any companion. Where a first warning is issued, the employee will be informed in writing of the matters discussed in 1.6 above. S/he will also be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in a final written warning which could then lead to dismissal if wholly satisfactory performance is not achieved, together with the time limit for appealing against the first written warning.

1.8 If the concerns relate to a lack of capability that poses a risk to the health, safety or well-being of children, or is likely to result in serious damage to pupils' education, the shorter timescale may be appropriate. In such cases, the Headteacher may exceptionally decide to issue a first and final written warning. if to do otherwise would expose pupils to

serious risk in terms of their health, safety, well-being or educational prospects.

2. Sickness absence and the use of this procedure

2.1 It is important that sickness absence should not delay or avoid the use of formal capability procedures. It is in the interests of all parties to address concerns about performance without undue delay. Arrangements will normally be made to seek medical advice from an occupational health adviser to assess the employee's health and fitness for continued employment at the school.

2.2 Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee's working arrangements, including changing the employee's duties or providing additional equipment or training. We may also consider making adjustments to this procedure in appropriate cases e.g moving from this procedure to procedures used by the school to terminate the employment of the employee on the grounds of ill health.

2.3 If an employee's medical condition is not serious enough to warrant a consideration of termination of employment on the grounds of ill health, the occupational health adviser will normally be asked to assess whether an employee absent through sickness is fit enough to attend a meeting under this procedure. In the event that the employee is deemed not fit to attend a formal capability meeting s/he may present a written submission for consideration and/or be represented by a companion in her/his absence.

3. Monitoring and review period following a formal capability meeting

3.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. Following this monitoring and review period, the employee will be invited to a formal review meeting (see paragraph 4 below), unless s/he had been issued with a final written warning, in which case s/he will be invited to a decision meeting (see paragraph 6 below).

4. Formal review meeting

4.1 At least 5 working days before the date for the formal review meeting a written reminder will be given to the employee together with details of the meeting as set out in paragraph 1.2 above.

4.2 The formal review meeting will follow a similar procedure to that identified for the formal capability meeting as set out in paragraph 1.6 above.

4.3 If the Headteacher (Chair of Governors for the Headteacher) is satisfied that the employee has made sufficient improvement, the formal capability procedure will cease and the appraisal process will restart where the employee is subject to Part A above.

4.4 In cases:

- where some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- where no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning.

4.5 Notes will be taken at the formal review meeting and a copy will be sent to the employee and any companion.

4.6 Where a final warning is issued, the employee will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and will be given information about the further monitoring and review period and the procedure and time limits for appealing against the final written warning. The date the decision meeting will be agreed with the employee and any companion.

4.7 At this stage, rather than refer the matter to a decision meeting, consideration could be given to the employee being given a different range of duties or an alternative post. By agreement, this may include transfer to a post suited to the employee's capabilities. If this post is at a lower salary level, the substantive lower salary would apply.

5. Right of Appeal against a formal written warning

5.1 If an employee feels that a decision to issue a first and/or final written warning, is wrong or unjust, s/he may appeal in writing against the decision

5.2 Appeals against a written warning shall be restricted to considering the reasonableness of the decision made by the Headteacher, any relevant new evidence not previously available to the Headteacher or any procedural irregularities. A statement giving the reasons for the appeal should be submitted to the Clerk to the Governors within 5 working days of the formal written warning having been received.

5.3 All appeal hearings will be held as soon as possible after receipt of the appeal at an agreed time and place.

5.4 The appeal will be heard by the Appeals Panel of Governors. The number of governors on the Appeals Panel of Governors will not be less than two. The panel may be advised by a person engaged for the purpose by the Governing Board. The panel can either confirm the warning, reduce a final warning to a warning, or cancel the warning. The employee will be informed in writing of the results of the appeal hearing as soon as possible.

5.5 The same arrangements for notification and the right to be accompanied by a companion will apply for an appeal hearing as for the formal capability and review meetings and, as with those meetings, notes will be taken and a copy sent to the employee and any companion.

5.6 Pending any appeal the employee will be expected to continue to work in accordance with targets set for the next stage of the procedure and his/her progress towards the achievement of these targets may be monitored during this period.

6. Decision meeting

6.1 At least 5 working days before the date of the decision meeting a reminder will be given in writing together with details of the meeting as in paragraph 1.2 above. The meeting will be conducted by the Head teacher (Governor Panel for the Headteacher).

6.2 If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start where the employee is subject to Part A above.

6.3 If progress has been made and there is confidence that wholly satisfactory performance will be achieved by a short extension, it may be appropriate to extend the monitoring and review period rather than to dismiss. The final written warning will be extended for a short specified assessment period.

6.4 If performance has remained unsatisfactory, a decision will be made that the employee will be dismissed. The employee will be informed in writing as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and whether the notice is to be served or there will be pay in lieu of notice, and the right of appeal.

7. Right of Appeal against a decision to dismiss

7.1 The employee has a right of appeal to the Appeals Committee of the Governing Board against a decision to dismiss.

7.2 The Appeals Committee shall consist of at least 3 governors, none of whom will have had any previous involvement in the case.

7.3 The employee's notice of appeal should be sent to the Clerk to the Governors within 5 working days of receipt of the written decision to dismiss, setting out the grounds of appeal.

7.4 Appeal hearings should be held as soon as possible after receipt of the appeal and will be conducted in the same way as appeals referred to in paragraph 5 above.

8. Notice of Dismissal

Following a decision to dismiss, the Governing Board will notify the Local Authority in writing that the employee is to be dismissed, whether with notice or with pay in lieu of notice in accordance with the decision of the Head teacher (or Disciplinary Committee). The Local Authority must give written notice to the employee within 14 days of notification by the Governing Board.

8.2 In the event that the Appeal Committee of the Governors decides not to uphold the decision to dismiss, the Local Authority shall be informed

immediately and the notice of dismissal shall be immediately withdrawn.

9. Grievances arising during the procedure

9.1 Where an employee has a grievance against the way the Headteacher has conducted the procedure this will normally be dealt with under the appeals process set out above. However, in very exceptional circumstances, where the behaviour of the Headteacher is the cause of the grievance, it may be appropriate to suspend this procedure for a short period until the grievance has been considered

10. Trade Union Officials

10.1 Although normal performance standards must apply to an employee who is a lay trade union official, no disciplinary action, beyond an informal oral warning will be taken until the circumstances of the case have been discussed with the relevant professional trade union officer.

11. Confidentiality

11.1 Our aim is to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to this capability procedure.

11.2 The employee, and anyone accompanying the employee (including witnesses), must not make electronic recordings of any meetings or hearings conducted under this procedure. Failure to observe confidentiality could be a reason for disciplinary action under the school's disciplinary procedure.

[LINKS TO OTHER POLICIES AND DOCUMENTS](#)

[Pay Policy](#)

[School Teachers' Pay & Conditions Document \(STPC\)](#)

<https://www.gov.uk.../school-teachers-pay-and-conditions-2019>

[Sickness Absence Policy](#)

APPENDIX A

OBSERVATIONAL PROTOCOL

The Governing Board of Ramsey Manor Lower School is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

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

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being made.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had

adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

APPENDIX B

'DROP-IN' PROTOCOL

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to 'drop-in' to inform their monitoring of the quality of learning.

The performance management arrangements are integral to fulfilling this duty and Headteachers may consider the classroom observations they have agreed for performance management are sufficient and that 'drop-in' will not be needed.

In this school, 'drop-ins' will be undertaken by the Headteacher supported by the appropriate and designated members of the leadership team

'Drop-ins' will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement.

APPENDIX C

Ramsey Manor Lower School

Teacher Standards Strengths, Achievements and Developments

Part 1	Autumn Term	Spring Term	Summer Term
1. Set high expectation which inspire, motivate and challenge pupils			
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect.			
1b. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			
1c. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.			
2. Promote good progress and outcomes by pupils			
2a. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.			
2b. Plan teaching to build and pupils' capabilities and prior knowledge			
2c. Guide pupils to reflect on the progress they have made and their emerging needs.			
2d. Encourage pupils to take a responsible and conscientious attitude to their own work and study.			
2e. Be accountable for pupils' attainment, progress and outcomes.			
3. Demonstrate good subject and curriculum knowledge			
3a. Have a secure knowledge of			

the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.			
3b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.			
3c. 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.			
3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategy			
4. Plan and teach well-structured lessons			
4a. Impart knowledge and develop understanding.			
4ai. Plan and use lesson time effectively.			
4b. Promote a love of learning and children's intellectual curiosity.			
4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.			
4d. Reflect systematically on the effectiveness of lessons and approaches to teaching.			

4e. 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.			
5a. 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			
5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.			
5c. 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.			
5d. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.			
6. Make accurate and productive use of assessment			
6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.			
6b. Use relevant data to monitor progress, set targets and plan subsequent lessons.			
6c. Make use of formative and summative assessment to secure pupils' progress.			

6d. 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			
7a. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.			
7b. 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.			
7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.			
7d. Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.			
8. Fulfil wider professional responsibilities			
8a. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.			
8b. Deploy support staff effectively.			
8c. Take responsibility for improving teaching through appropriate professional development, responding to			

advice and feedback from colleagues.			
8d. Communicate effectively with parents with regard to pupils' achievements and well-being			
8e. Make a positive contribution to the wider life and ethos of the school .			
Part 2 Personal & Professional Conduct			
<p>a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <p>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.</p>			
<p>b) 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.</p>			

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