

Our Values

To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



To Learn



The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.

To Serve

Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS | COLLABORATIVE PARTNERSHIPS | STRONG SYSTEMS | CONFIDENT LEARNERS

1. PURPOSE

This policy sets out the DoWMAT framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2. APPLICATION OF THE POLICY

This policy, which covers Performance Management, applies to the head teacher and to all teachers employed by the academy, except those on contracts of less than one term or those undergoing induction (*i.e. NQTs*).

This policy also seeks to cover the Professional Review Procedures for support staff.

This policy is to be read in conjunction with the DoWMAT Capability Procedure, which details how concerns which may arise regarding any aspects of teacher's performance will be approached.

3. PERFORMANCE MANAGEMENT

Performance Management in all DoWMAT academies will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.1. The Performance Management Period

The cycle of performance management for the Headteacher / Executive Headteacher will start during the first half of the Autumn term.

The performance management period for teaching staff will run for twelve months from September to August.

Teachers 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 period will be determined by the duration of their contract.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school within a 12 month period.

The professional review period for teaching assistants will also run for 12 months with professional reviews carried out during the Autumn term.

3.2. Appointing Performance Management Reviewers

The Performance Management of the Headteacher or executive Headteacher will be carried out by the DoWMAT CEO and representatives from the Local Academy Board. The Academy Learning Partner will support the process as the external adviser appointed by DoWMAT.

The Headteacher will decide who will undertake the performance management of other teachers and who will carry out the professional reviews of support staff.

3.3. Setting Objectives

The Headteacher / Executive Headteacher's objectives will be set by the CEO and representatives from the Local Academy Board after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as is practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The Performance Management Reviewer and the teacher will seek to agree the objectives but, if that is not possible, the Performance Management Reviewer will determine the objectives. Objectives may be revised if circumstances change.

The objectives for the teacher will be recorded in the teacher's personalised Performance Management Booklet, along with the relevant success criteria.

The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against pupil progress data and the relevant sections of the academy's school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. These will include the set of standards contained in the document called "Teachers' Standards" published in July 2011.

4. REVIEWING PERFORMANCE

4.1. Observation

DoWMAT believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to:

- Identify the teacher's particular strengths
- Identify the teacher's areas for development
- Gather useful information which can inform academy improvement more generally

All observations will be carried out in a supportive fashion.

In DoWMAT academies, it is expected that teacher performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy. Classroom observations will be carried out by members of the Senior Leadership Team. In addition to formal observations, Headteachers or other leaders 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.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

4.2. Development and Support

Performance Management in DoWMAT academies is designed to be a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their practice through appropriate professional development. Professional development will be linked to the academy's school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

4.3. Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after 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. Where there are concerns about any aspects of the teacher's performance, the Performance Management Reviewer will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment and discuss the concerns
- Agree any support (eg 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 (it may be appropriate to revise the initial objectives. Should this be the case, sufficient time will be allowed for improvement.)
- Explain the implications and process if no – or insufficient – improvement is made. When progress is reviewed, if the appraiser is satisfied that the teacher 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.

5. TRANSITION TO CAPABILITY

If the Performance Management Reviewer is not satisfied with the teacher's progress or achievements, the teacher will be notified in writing that the performance management system will no longer apply and that their performance will be managed under the DoWMAT Capability Procedure. This policy can be accessed separately and is available on the DoWMAT website: www.dowmat.education.

6. ANNUAL ASSESSMENT

This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term.

The Headteacher / Executive Headteacher will receive a formal written report summarising achievement towards the objectives for the performance management period in question. The report will also detail a recommendation regarding pay, where relevant. This report will be forwarded to the Headteacher / Executive Headteacher as soon as is practicable after the Performance Management interview.

Each teacher's performance will be formally assessed in respect of each Performance Management period. In assessing the performance of the Headteacher or Executive Headteacher and the Local Academy Board must consult the external adviser.

As soon as practicable following the end of each performance management period, the teacher will receive an updated copy of their personal Performance Management Booklet to include written feedback summarising achievement towards the objectives for the performance management period. (The teacher will have the opportunity to comment on this in writing.) This will be received by the teacher by 31 October and will include:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards

- An assessment of the teacher’s training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where that is relevant

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

7. MOVEMENT UP THE MAIN PAY RANGE

(For full details, please refer to the DoWMAT Pay Policy: Section 9)

Teachers will be eligible and considered by the Trust for a pay increase if they have met or made significant progress towards meeting their objectives and are assessed as meeting the relevant Teachers' Standards (See Appendix 1)

8. MOVEMENT TO THE UPPER PAY RANGE / MOVEMENT ALONG THE MAIN PAY RANGE

(For full details, please refer to the DoWMAT Pay Policy: Sections 10-11)

Any qualified teacher can apply to be paid on the Upper Pay Range and any such application will be assessed in line with the DoWMAT Pay 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.

A teacher may submit only one application in each academic year. It is expected that this application will be submitted following the Performance Management Review and no later than the 31st October in any one year.

Teachers wishing to move to or along the Upper Pay range will be required to meet criteria set out in the School Teachers' Pay and Conditions Document, namely that:

- The teacher is highly competent in all elements of the relevant standards (See Appendix 1)
- The teacher’s achievements and contribution to the academy are substantial and sustained.

The Trust Board will expect teachers wishing to move to or along the Upper Pay Range to provide evidence from a minimum of 2 years within each spinal point, of their achievements and expertise in relation to each of the standards.

In DoWMAT, this means:

“Highly competent”:

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards (See Appendix 1) in the particular role they are fulfilling and the context in which they are working.

(e.g. performance which is good enough to fulfill wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the academy, in order to help them meet the relevant standards and develop their teaching practice).

"Substantial":

The teacher's achievements and contribution to the academy are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the academy; play a critical role in the life of the academy; 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).

"Sustained":

the teacher must have had two consecutive successful appraisal reports (since their most recent pay review) in this academy and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Application forms for progressing to or along the Upper Pay Range can be found in Appendix 2.

Teachers wishing to move to UPS3 will be required to demonstrate performance that is:

- a) **The teacher is highly competent in all elements of the relevant standards; and**
- b) **The teacher's achievements and contribution to an educational setting or settings are substantial and sustained**
- c) **The teacher's contribution to the school is distinctive**

In DoWMAT, **"Distinctive"** means:

The teacher stands out above the norm; recognised beyond the school; actively supporting collaborative working across other DoWMAT academies; trail blazing; helps to promote the school; role model.

APPENDIX 1

Assessment Form – Teachers' Standards

This assessment form maybe used as part of the evidence base for assessment against the Teacher Standards. It can also be used as a self-assessment tool by the teacher. Appraisers are not expected to comment on every bullet point.

When assessing the teachers' performance against each of the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- An increasing contribution to the work of the academy
- An increasing impact on the effectiveness of staff and colleagues

1. Sets high expectations which inspire	Comments
<ul style="list-style-type: none"> ▪ Establish a safe and stimulating environment for pupil ▪ Set goals that stretch and challenge pupils of all backgrounds ▪ Demonstrate consistently the positive attitudes 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 1:					

2. Promotes good progress and outcomes by pupils	Comments
<ul style="list-style-type: none"> ▪ Be accountable for pupils' attainment, progress and outcomes ▪ Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these ▪ 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 ▪ 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 2:					

3. Demonstrates good subject and curriculum knowledge	Comments
<ul style="list-style-type: none"> ▪ 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 3:					

4. Plans and teaches well-structured lessons	Comments
<ul style="list-style-type: none"> ▪ 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). 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 4:					

5. Adapts teaching to respond to the strengths and needs of all pupils	Comments
<ul style="list-style-type: none"> ▪ 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 5:					

6. Makes accurate and productive use of assessment	Comments
<ul style="list-style-type: none"> ▪ Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ▪ Make use of form ▪ 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 6:					

7. Manages behaviour effectively to ensure a good and safe learning environment	Comments
<ul style="list-style-type: none"> ▪ Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy'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 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 7:					

8 Fulfills wider professional responsibilities	Comments
<ul style="list-style-type: none"> ▪ 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 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 8:					

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 academy 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 2

Threshold Assessment Form

Name

All those wishing to become post-Threshold teachers will need to meet the Teachers' Standards and the post-Threshold standards.

Please provide succinct examples, from the last 2 years, of your achievements and expertise in relation to each of the standards. You are not required to produce separate examples for each standard, although nothing prevents you from doing so. Similarly, you may use the same example more than once if you feel it is appropriate. It is important, however, that the evidence you provide must, when taken as a whole, show that you meet all the post-Threshold standards. **Once you have completed all relevant parts of the form and signed the declaration on page 13, you will need to pass it to your head teacher.**

Professional Attributes
P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
Teacher's Evidence Please provide evidence relating to the following standard: P1
Headteacher's Comment
Standard: P1 <input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met

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.

Teacher's Evidence

Please provide evidence relating to the following standard: **P2**

Headteacher's Comment

Standard: P2

Met

Not Yet Met

Professional Knowledge and Understanding: 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.

Teacher's Evidence

Please provide evidence relating to the following standard: **P3 and 4**

Headteacher's Comment
Standard: P3 and 4 <input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met

Professional Knowledge and Understanding: 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.
Teacher's Evidence Please provide evidence relating to the following standard: P5
Headteacher's Comment
Standard: P5 <input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met

Professional Knowledge and Understanding: 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.
Teacher's Evidence Please provide evidence relating to the following standard: P6

Headteacher's Comment
Standard: P6 <input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met
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.
Teacher's Evidence
Please provide evidence relating to the following standard: P7
Headteacher's Comment
Standard: P7 <input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met

Professional Skills: 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.

<p>Teacher's Evidence</p> <p>Please provide evidence relating to the following standard: P8</p>
<p>Headteacher's Comment</p>
<p>Standard: P8</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met</p>
<p>Professional Skills: Team working and collaboration</p>
<p>P8 Promote collaboration and work effectively as a team member.</p> <p>P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>
<p>Teacher's Evidence</p> <p>Please provide evidence relating to the following standard: P9 and 10</p>
<p>Headteacher's Comment</p>
<p>Standard: P9 and 10</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Yet Met</p>

Declaration by the teacher

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.

Signature

Date

To be completed by the head teacher

Has the teacher met the Core Standards as well as the post-Threshold Standards?

Core standards

Met

Not met

Post-Threshold standards

Met

Not yet met

Signature

Print name

Date

Progression from UPS1 to UPS2

Name:

All those wishing to progress from UPS1 to UPS2 will need to continue to meet the Teachers' Standards and the post-Threshold standards (detailed below).

Professional Attributes

- P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

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.

Professional Knowledge and Understanding: 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.

Professional Knowledge and Understanding: 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.

Professional Knowledge and Understanding: 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.

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.

Professional Skills: 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.

Professional Skills: Team working and collaboration

- P8 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.

In addition, the Pay Committee will need to be satisfied that:

- a) The teacher is highly competent in all elements of the relevant standards; and**
- b) The teacher's achievements and contribution to an educational setting or settings are substantial and sustained**

Please provide succinct examples, from the last 2 years, of your achievements and expertise in relation to each of these expectations. You are not required to produce separate examples for each standard,

although nothing prevents you from doing so. Similarly, you may use the same example more than once if you feel it is appropriate. It is important, however, that the evidence you provide must, when taken as a whole, show that your contribution to your DoWMAT academy is highly competent, substantial, sustained and distinctive. **Once you have completed all relevant parts of the form and signed the declaration, you will need to pass the form on to your head teacher.**

Highly Competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

(e.g. performance which is good enough to fulfil wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the academy school, in order to help them meet the relevant standards and develop their teaching practice).

Teaching over the last 2 years has not been judged less than good overall and should have been outstanding on occasions. Pupil progress and attainment over 2 years is better than good. All teacher standards are met well and for some particular strengths are noted. Performance Management objectives for the past 2 years have all been fully achieved and at least 1 exceeded.

Substantial

The teacher's achievements and contribution to the academy are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the academy; play a critical role in the life of the academy; 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).

The teacher has contributed significantly to both learning and teaching and the wider life of the academy. Examples of this could include year group leadership, student mentoring and coaching, raising standards in learning and teaching in classes other than their own, taking on subject leadership in an additional subject, coordinating a major external event e.g. residential trips, external choir events, leading successfully a major aspect of the school's development plan, leading on the acquisition of a quality mark, coordinating transition, leading a partnership working initiative with other academies within DoWMAT, modelling teaching to other colleagues (may include those from other schools), undertaking professional development/action research that leads to positive improvements across the year group/academy/Trust.

The quantity and level of challenge and complexity of objectives would be agreed with teachers as they move up within the upper pay range.

Sustained

The teacher must have had two consecutive successful appraisal reports in this academy school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

This level of performance has been evidenced for at least 3 years.

Declaration by the teacher

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.

Signature

Date

To be completed by the head teacher

Has the teacher met the Core Standards as well as the post-Threshold Standards?

Core standards Met Not met

Post-Threshold standards Met Not yet met

Has the teacher demonstrated, over a two year period, that their contribution to the school has been;

Highly Competent Met Not met

Substantial Met Not yet met

Sustained Met Not yet met

Signature

Print name

Date

Progression from UPS2 to UPS3

Name:

All those wishing to progress from UPS2 to UPS3 will need to continue to meet the Teachers' Standards and the post-Threshold standards (detailed below).

Professional Attributes

- P1** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

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.

Professional Knowledge and Understanding: 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.

Professional Knowledge and Understanding: 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.

Professional Knowledge and Understanding: 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.

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.

Professional Skills: 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.

Professional Skills: Team working and collaboration

- P8** 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.

In addition, the Pay Committee will need to be satisfied that:

- a) The teacher is highly competent in all elements of the relevant standards; and**
- b) The teacher's achievements and contribution to an educational setting or settings are substantial and sustained**
- c) The teacher's contribution to the school is distinctive**

Please provide succinct examples, from the last 3 years, of your achievements and expertise in relation to each of these expectations. You are not required to produce separate examples for each standard, although nothing prevents you from doing so. Similarly, you may use the same example more than once if you feel it is appropriate. It is important, however, that the evidence you provide must, when taken as a whole, show that your contribution to your DoWMAT academy is highly

competent, substantial, sustained and distinctive. **Once you have completed all relevant parts of the form and signed the declaration, you will need to pass the form on to your head teacher.**

Highly Competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

(e.g. performance which is good enough to fulfil wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the academy school, in order to help them meet the relevant standards and develop their teaching practice).

Teaching over the last 2 years has been judged outstanding overall. Pupil progress and attainment in reading, writing and maths averaged over 3 years is outstanding. All teacher standards are met well and for most particular strengths are noted. Performance Management objectives for the past 2 years have all been fully achieved and exceeded.

Substantial

The teacher's achievements and contribution to the academy school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the academy school; play a critical role in the life of the academy 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).

The teacher has contributed significantly to both learning and teaching and the wider life of the academy. Examples of this could include year group leadership, student mentoring and coaching, raising standards in learning and teaching in classes other than their own, taking on subject leadership in an additional subject, coordinating a major external event e.g. residential trips, external choir events, leading successfully a major

aspect of the school's development plan, leading on the acquisition of a quality mark, coordinating transition, leading a partnership working initiative with other academies within DoWMAT, modelling teaching to other colleagues (may include those from other schools), undertaking more substantial professional development/action research that leads to positive improvements across the year group/academy/Trust. (This could well include external accreditation IOE leadership courses, MA level study etc.)

The quantity and level of challenge and complexity of objectives would be agreed with teachers as they move up within the upper pay range.

Sustained

The teacher must have had two consecutive successful appraisal reports in this academy school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

This level of performance has been evidenced for at least 3 years.

Distinctive

The teacher stands out above the norm; recognised beyond the school; actively supporting collaborative working across other DoWMAT academies; trail blazing; helps to promote the school; role model.

Declaration by the teacher

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.

Signature

Date

To be completed by the head teacher

Has the teacher met the Core Standards as well as the post-Threshold Standards?

Core standards

Met

Not met

Post-Threshold standards

Met

Not yet met

Has the teacher demonstrated, over a two / three year period, that their contribution to the school has been;

Highly Competent

Met

Not met

Substantial

Met

Not yet met

Sustained

Met

Not yet met

Distinctive

Met

Not yet met

Signature

Print name

Date

Ref: CD/June2019