CHCS

The Journey to World Class

(This document is to be used alongside the Teachers' Standards 2012 (published by the DfE) to explain in more detail what the term 'reasonable' means for different levels on the Teachers' pay scale and the Wolverhampton Pay Policy)

National Standards Preamble

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong 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 students.

Purpose of career expectations

As a school we will assess qualified teachers against the **Teacher Standards** to a level that is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career – whether an NQT, mid-career teacher, or one who is more experienced.

The purpose of this document is to make clear, to all involved in the process of appraisal, what reasonable expectations look like and the success criteria that would be applied.

Progression along pay scale

All teachers must have high standards of educational achievement at the school. The pay policy is intended to support that statutory duty. Please refer to the pay policy for more detail.

Within the Wolverhampton City Pay policy it is stated that as a teacher moves up the main pay range evidence from the appraisal review should show:

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

The pay policy is intended to support that statutory duty. Please refer to the pay policy for more detail. At Colton Hills a teacher moves up the main pay range by showing evidence of contributing to the key priorities:
Raise Attainment by:
1. Increasing expectations
2. Improving the quality of teaching and learning
3. Improving subject knowledge and pedagogical practice
4. Leadership practice

Objective 1: Keep aspirations on track Implement strategies to improve the attainment of all students particularly those most vulnerable.	Objective 2: Raise attendance across the school to all lessons and sessions, particularly focusing on the most vulnerable students.	Objective 3: Professional Development to drive up the standard teaching quality of teaching. *Align to the department's key priorities to ensure sustained improvements across the team, must be classroom focused and based on subject knowledge. HPL development to be a key aspect of this*	No Objective 4
School level raising Attainment strategy. SDP priority 1 for this year. Examples: *To use independent study to drive up standards of attainment* *To effectively embed metacognitive strategies to drive improvement* *To improve subject knowledge and knowledge of exam successes* *To effectively employ strategies to provide in class feedback* *To increase writing stamina* *To shift attainment from a 4 to a 5* *To develop understanding of best practice in teaching students with SEND and disadvantage*	**School level Raising Attendance strategy. SDP priority 4 for this year. Examples:** *To contribute to challenging attendance through being an effective form tutor* *To analyse patterns of poor attendance within subject/department and intervene* *To participate in raising attendance strategy through meetings and systems* *To intervene and liaise with parents to challenge poor attendance* *To support new punctuality systems and set high standards of expectation* *To model attendance and punctuality through own practice and professional standards*	Personal level professional development to drive up standards in own classroom/ within department or school level Action research 	
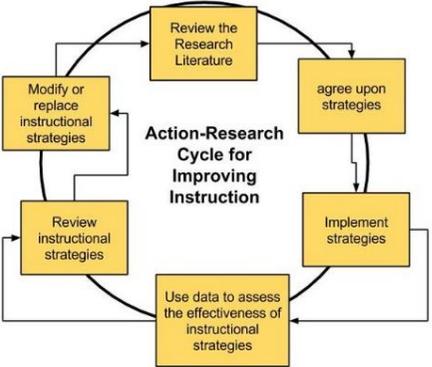
Timeline:

Nov Term 1: Targets and milestones set in agreement with line manager

March Term 2: Mid-Year review What progress has been made? what additional support is required? Am I on track? Well-being check.

June Term 3: End of year review. What progress has been made? What further support is required to meet my objectives? Am I on track?

June Term 3: Action research submission

Sept Term 1: Review Outcomes. What impact has there been on students? What impact on me as a teacher? What impact on the culture? Etc. pay review

1. To set high expectations which inspire, motivate and challenge students

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3
1.1 establish a safe and stimulating environment for students, rooted in mutual respect					
With appropriate additional support, be able to set up and maintain a conducive learning environment which promotes independence and enjoyment of learning.	Independently set up and maintain a conducive learning environment which promotes independence and enjoyment of learning.	Ensure that all communal areas are conducive to learning.	Ensure that all colleagues are supported and able to establish conducive environments. Consistently demonstrate high standards in the environment.	Take responsibility for monitoring and ensuring environments are safe and stimulating. Ensure that learning walks within the Year group/Department take place so that environments are of a consistently high standard	If necessary, address concerns about the learning environment with staff in the Year group/Department Group, suggest clear next steps forward and report back to SLT.
1.2 set goals that stretch and challenge students of all backgrounds, abilities and dispositions					
With appropriate additional support, set goals that stretch and challenge own students.	Set goals that stretch and challenge own students.	Ensure good practice is shared and support colleagues in setting goals.	Ensure that all students in Year group/Department team are set goals appropriate to need and which appropriately challenge and stretch students.	Oversee target setting and monitor goals. Ensure that monitoring information is shared in Year group/Department and used.	Monitor effectiveness of goals set against progress of children. Be proactive in giving feedback to SLT and putting in next steps as appropriate for students/staff in Year group/Department
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of students.					
With appropriate additional support, demonstrate consistently the positive attitudes, vision, values and behaviour which are expected of students in the class	Demonstrate consistently the positive attitudes, vision, values and behaviour which are expected of students in the class	Demonstrate consistently the positive attitudes, values and behaviour which are expected of students and staff in the year group/ department	Challenging students and staff in the Year group/Department group if the Vision and Values are not being maintained.	Take responsibility for monitoring that all staff and all students follow ethos, vision and values of the school.	Behave in a manner that helps to set ethos of the whole school and ensure it is maintained by all staff and all students. Be prepared to discuss issues with staff and students where the Vision and Values are not being observed.

2. Promote good progress and outcomes by students

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3
2. Overall expectations for progress and outcomes					
With appropriate additional support, most students achieve in line with progress expectations	Most students achieve in line with progress expectations	Almost all students achieve in line with progress expectations and some exceed	Almost all students achieve in line with progress expectations and many exceed them	Almost all students achieve in line with progress expectations and a significant number exceed them	Almost all students achieve in line with progress expectations; significant numbers of children exceed them. Support is given to other colleagues to ensure that all children are making most progress possible
2.1 be accountable for students' attainment, progress and outcomes					
With appropriate additional support monitor the progress and attainment of all students they teach and use information to plan for learning.	Monitor the progress and attainment of all students they teach and use information to plan for learning.	Discuss progress and attainment with Colleagues and support moderation of judgements – support M1-M3 colleagues.	Consistently monitor and evaluate progress and attainment of all students they teach and help oversee that all teachers in team monitor progress and attainment and use info to support planning & teaching.	Take responsibility for ensuring Teams have knowledge and skills to effectively monitor and be able to share good practice. Be proactive in alerting SENDCO to children not making expected progress	Review the work of other teachers in the Year group/Department and look at their monitoring and planning to ensure progression is logged and action plans are in place to support students who are not meeting progress expectations
2.2 be aware of students' capabilities and their prior knowledge, and plan teaching to build on these					
With appropriate additional support understand own students' prior learning and make use of assessment data from previous year. May need guidance on next steps for learning from colleagues	Understand own students' prior learning and make use of assessment data from previous year. Understand what students need next in learning, including aspirational targets.	Support M1-M3 colleagues in making use of and understanding assessment of prior learning.	Consistently demonstrate understanding of prior knowledge and be able to support colleagues in a Year group/Department team to plan for learning based on prior experience.	Support teams and monitor use and understanding of prior learning in planning and teaching. Moderate planning to ensure that targeted groups are being identified and supported appropriately	Ensure all staff are able to effectively use prior learning in their planning and teaching. Be proactive in triangulating between assessments, work and planning to ensure there is consistency in the Year group/Department.
2.3 guide students to reflect on the progress they have made and their emerging needs					

With appropriate additional support ensure that they have a basic/entry level understanding of and be able to use AFL strategies with own class to enable students to know the progress they have made and any emerging needs.	Have a confident understanding of and be able to use AFL strategies to enable students to know the progress they have made and any emerging needs.	Supporting colleagues within Year group/Department in developing AFL Strategies and recording progress/needs of children.	Consistently demonstrate good AFL practice with colleagues across the school. Consistent reflection of AFL embedded in planning	Monitor use of AFL across a team and draw conclusions e.g. trends of needs.	Be prepared to give staff meetings to demonstrate effective AFL strategies.

2.4 demonstrate knowledge and understanding of how students learn and how this impacts on teaching

With support, have basic (QTS-PGCE etc) understanding of how all children learn and how to adapt teaching to need.	Have a confident understanding of how to adapt teaching to need and model being a reflective practitioner.	Develop a more advanced understanding of pedagogy and share knowledge and skills with colleagues in the Year group/Department.	Have a wide range of pedagogic skills and strategies and share good practice. Support colleagues in the Year group/Department & make good use of national developments/research to adapt teaching.	Model use of how coaching colleagues can improve approaches to teaching. Ensure colleagues have resources/ support to develop teaching skills.	Have knowledge of CPD needs across the whole school and ensure these are met. Be prepared to demonstrate own skills, team teaching etc. Deliver appropriate INSET to all staff so that best practice is shared and new developments explored.

2.5 encourage students to take a responsible and conscientious attitude to their own work and study.

With support establish rules in classroom where students are encouraged to take responsibility and be conscientious towards their own learning. May need support on following the behaviour policy and developing individual behaviour plans	Independently ensure that rules and rewards are consistent with the behaviour policy and within the Year group/Department	Encourage ethos around school by rewarding positive behaviours through merits/house points. Take note of children beyond your class	Monitor and consider development of ethos within the Year group/Department and support colleagues with any behavioural needs Ensure that the behaviour policies are being used consistently followed	Take whole school & KS assemblies to remind children of their roles and responsibilities. Ensure that – when appropriate – students have been given behaviour plans to support class/around the school.	Conduct learning walks in own Year group/Department to ensure consistency of Behave to Learn practice. Challenge staff who are not meeting t expectations. Monitor and evaluate the effectiveness of these and adjust accordingly

3. Demonstrate good subject and curriculum knowledge

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings					
With support show increasingly sound knowledge of the relevant subjects and curriculum areas within the year groups taught. Begin to be aware of the different techniques/ skills needed to foster and maintain students' interest.	Confident knowledge of Point 1 expectations and be able to evidence that you are proactively taking own learning forward	Demonstrate a secure knowledge of the curriculum areas across the Year group/Department group. Be able to use and develop techniques/skills to foster and maintain students' interest. Share good practice with colleagues.	Through a variety of different skills/techniques demonstrate ability to consistently maintain students' interest. Be able to support/advise colleagues within the Year group/Department Group.	Take responsibility for monitoring and ensuring this is achieved across a key stage. Give further support to teachers if needed. Consider the need for INSET if required and inform SLT. Take staff meetings to deliver INSET	Addressing the needs of the whole School to ensure improvements are made and expectations are met. Being proactive across the whole School to improve provision and outcomes. Lead INSET day sessions on appropriate areas for development
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship					
Have a basic awareness of the developments in the subjects and curriculum areas.	Confident awareness of developments in subjects and curriculum areas	Develop a more critical understanding of the developments in the curriculum areas and be able to share understanding with colleagues.	Demonstrate a critical understanding of subjects across the key stage. Demonstrate understanding to support colleagues.	Monitor understanding of curriculum areas across a key stage. Identify needs if necessary and address them in order to improve provision.	Being accountable and playing a proactive role in ensuring improvements are made across the whole school
3.3 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					
Demonstrate and promote high standards of literacy, articulacy and the correct use of standard English within the classroom.	Demonstrate and promote high standards of literacy, articulacy and the correct use of standard English across the Year group/Department.	Consistently demonstrate and promote these high standards throughout the Year group/Department group. Provide a good role model to children and teachers.	Consistently demonstrate and promote these high standards, monitor these expectations across the key stage.	Monitoring, observing and evaluating the standard of oracy in teaching across the Key Stage/Department. Identify needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in subject.	Being accountable for the standard of oracy in teaching across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.
3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics					

Have an understanding of synthetic Phonics and know how it is taught within our school. Be familiar with resources available to support the teaching of phonics in the year group.	Confident understanding of phonics and able to identify student's next steps for learning	Demonstrate a clear understanding Of synthetic phonics. Use knowledge To effectively teach the different ability groups within the class or Year group/Department group. Share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of synthetic phonics across a key stage. Teach consistently good lessons to ensure the progress of children of different abilities. Ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in Phonics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in Phonics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.

3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Have an understanding of children's early mathematical development and how children learn. Be familiar with resources in school which support the teaching of mathematics.	Confident understanding of maths and able to identify student's next steps for learning	Demonstrate a clear understanding of children's mathematical development. Use knowledge to effectively teach the different ability groups within the class. Be able to share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of children's Mathematical development across a key stage. Teach consistently good lessons which ensure the progress of all children. Share good practice and ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in Mathematics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in Mathematics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.

4. Plan and teach well-structured lessons

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3
4.1 Overall expectations for quality of teaching					
With appropriate support, the majority of lessons will be good or better. Many – but not all – aspects of teaching are good over time. Clear evidence of acting on next steps from observer/mentor	The vast majority of lessons are good or better. Actively seeks advice on how to further improve and develop quality of teaching	All lessons will be at least good with some evidence of outstanding practice. Supports other teachers (Band 1) to develop their practice	All lessons will be good with some lessons outstanding	All lessons will be at least good with many outstanding. Evidence of sharing best practice to support other staff members in staff meetings	The quality of teaching will be typically outstanding. Evidence that teacher is consistently sharing their knowledge of good practice and able to evidence positive impact on other staff (teacher & TA)
4.2 impart knowledge and develop understanding through effective use of lesson time					
With appropriate support, be aware of prior learning. Understand the lesson objective which is shared and made clear to children. Beginning to show challenging but realistic expectations for lesson coverage and achievement	Independently able to articulate what students are better at by the end of the session.	Works with Band 1 teachers to help improve and develop practice. Use knowledge of children's prior learning and interests to teach the next steps. Use lesson time effectively to support learning eg. practical work, paired work, good use of questioning etc	Work within Year group/Department to ensure all teachers are building upon previous learning and consistently developing understanding through effective use of lesson time.	Monitor planning and teaching of lessons across key stage. Identify and address needs of staff in order to further and improve the quality of teaching in school. Lead professional development of colleagues across the key stage.	Monitor of planning and teaching of Lessons across the whole school. Lead professional development of colleagues across the whole school.
4.3 promote a love of learning and children's intellectual curiosity					

With appropriate support follow the vision of the teaching and learning policy. Begin to show awareness of how children learn. Be aware of the difference interests of both boys and girls within the class. Plan and teach lessons which aim to motivate and interest children. Show a developing awareness of how to challenge and inspire children. Enjoy teaching children and show enthusiasm in the classroom!	As before, but independently plan lessons that approach objectives in a way that is innovative and engaging. Ensure challenge areas and help desks are set up in the class to aid student independence and extension of more 'able'.	As before and… Support Band 1 teachers to deliver engaging lessons and share techniques and resources. Model use of Blooms Taxonomy to Band 1 teachers to support differentiated questioning	Consistently teach lessons which interest, motivate and challenge children. Lead the implementation of new techniques and technologies in own class Support/advise colleagues within the Year group/Department/ key stage.	Promoting, leading or organising key stage events to promote a love of learning – curriculum weeks, outside agencies, monitoring and evaluating impact of events. Lead the implementation of new techniques and technologies in own Year group/Department/Department and evaluate impact. Within a key stage address the CPD needs of the staff to further improve lessons. Model effective questioning and techniques to Key Stage	Playing a proactive role across the whole school. Lead new technologies/techniques and model to whole school through staff meetings, INSET days and Year group/Department/Department meetings. Model effective questioning techniques to whole school Be accountable for supporting other staff to improve the quality of the planning and teaching across the whole school.

4.4 set independent study and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired

With support, set homework for own class to consolidate/extend the learning taken place in class. Follow whole school systems for recording/rewarding out of class work. Ensure that weekly overview is adhered to with work being handed out on time. Maintain effective student records to show completion of tasks	As before… with colleagues, help to organise class trips or visitors to the class in order to support children's learning. Follow whole school systems for recording/rewarding out of class work	Support Band 1 colleagues with research/organise appropriate class trips, visitors to the class, to further support the children's learning. Support promotion of reading at home and rewarding students	Evaluate and evidence impact of the children's learning and monitor out of class activities across Year group/Department/Department. Give support and advice to colleagues. Able to identify and implement new resources for learning that help out of class activities	Monitor and evaluate the homework and out of class activities across the Key Stage/Department. Model use of record keeping and rewards to Key Stage. Ensure appropriate continuity and progression through Key Stage/Department.	Being accountable for developing use of homework and out of class activities across the whole school. Responsibility for revising policy to ensure the needs of children are appropriately met.

4.5 reflect systematically on the effectiveness of lessons and approaches to teaching

With appropriate support, mentor and effectiveness of own teachers across the approaches developing their teaching as of coaching trios. proactively needed. Planning to show next Year group/Department good	Reflect on effectiveness of lessons and lessons and to teaching. Adapt teaching. appropriate, and seek further support if further steps the quality of teaching. practice	own Share good practice with approaches to other Band 1 Adapt teaching as Year appropriate, and proactively support if needed. necessary in order coaching trios using them to	Monitor and evaluate colleagues. effectiveness of group/Department. Make seek changes/suggestions to improve Takes significant promote and feedback group colleagues.	Monitoring and evaluating lessons lesson across key stage through feedback given. Identify needs of where Key and provide support role in supporting Reflect evaluations to SLT for teaching	across Able to effectively observations and coach other staff in whole school in where needed. practice as part systematically on progress and learning Support/advise

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

With support, take part in weekly planning sessions and contribute ideas based on previous experience. Ensure that whole school expectations for planning are adhered to.	Lead a subject area and proactively champion it to staff so that curriculum is enriched and profile raised Complete resources audit and have an action plan for next steps	Deliver staff meetings to ensure that staff aware of developments in subject area. Monitor and evaluate planning and books to further enhance the curriculum.	Demonstrate ability to contribute to the design of an engaging curriculum across Year group/Department/Department group. Evaluate the provision provided across the Key Stage/Department. Offer support and advice to other colleagues.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the Key Stage/Department. Lead team in designing new models and adopting new planning models if needed.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the key stage. Lead team in designing new models if needed throughout the whole school. Support SLT and middle leaders in designing new models if needed.

5. Adapt teaching to respond to the strengths and needs of all students

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3

5.1. know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

With support teacher uses whole school behaviour management strategies. Planning shows clear differentiation for targeted students and challenge for more 'able'. Lessons are inclusive for all abilities and needs. Begin to manage class TA effectively to support learning and progress	As before but is managed independently. TAs are well informed about student needs so that they can support effectively.	Support Band 1 staff in planning for an inclusive lesson/environment	Models range of approaches – to enable inclusive teaching – to staff in the Year group/Department group. Monitors planning of Band 1 teachers in Year group/Department Ensuring that support staff in Year group/Department are all informed about needs of students	Models range of approaches - to enable inclusive teaching – to staff in the Key Stage Leads implementation of new strategies and resources that support inclusive teaching and present them to Year group/Department/Key Stage	As before but to the whole school Evaluates impact of new strategies

5.2. have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

With support the teacher ensures the classroom environment is conducive to learning. Receives support from SENDCO/SLT and shows awareness of relevant SEN policies In consultation with SENDCO and Band 2/3 staff the teacher writes IPPs for students and communicates with parents With support from SENDCO or Year group/Department/Department Leader take part in termly review meetings and contribute towards next steps for learning	As before but managed independently Able to identify students with learning needs and ensure prompt referral to SENDCO/Year group/Department/Department Leader Regardless of need, the vast majority of students make good progress in lessons	As before and: Supports Band 1 colleagues with review meetings and IPPs. Communicates effectively with parents. Has awareness of impact of home factors (including after school clubs, breakfast club). Proactively uses liaison with LM / HSSW/ SENDCO to raise achievement All learners make good progress within lessons	As before and: Effective use of behaviour and family support including mentoring of less experienced colleagues on effective use and knowledge of school policies. Ensures information about student needs disseminated to all relevant staff Models use of IBPs and IPPs to staff in Year group/Department	Ensuring that all staff in Year group/Department/Department have sufficient information and support for improving standards of learning for all students Leads implementation of new strategies for teaching and learning that improve students' ability to learn Models use of IBPs and IPPs to Key Stage	Leading school teams to ensure that all students are able to access learning. Model new techniques and resources to whole school Ensure that TA staff are supported to achieve best practice and are fully aware of student needs.

5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

With support, lessons are appropriate for age group (based on physical, intellectual and social development) With support show understanding of different developmental stages across the relevant age range and this influences planning and learning	As before and able to… Recommend children for intervention or more 'able' groups using the Thresholds for Intervention document and advice from the SENDCO. After identification, teaching is adapted for children who are above or below expected development Independently liaise with relevant school coordinators and follow school systems	As before and support Band 1 staff with delivering lessons that effectively cater for developmental needs/stages	Proactive with supporting transition of students from one year group to another	Awareness of impact of school policy on developmental needs and supporting Key Stage in ensuring all student's needs are met (either 1:1 or delivering INSET)	Supporting whole school in revising Policies, when needed, to ensure developmental needs are met. Modelling planning and teaching to all staff

5.4. have a clear understanding of the needs of all students, 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.

SENDCO to support teacher with working Alongside outside agencies. Works with Year group/Department/Department Group Leader to adapt teaching as necessary based on advice given Contribute to the mapping of students' provision within the Year group/Department With support as appropriate, maintain and update the class SEN records	As before but independently	As before but support Band 1 colleagues	Be proactive to ensure effective communication with SENDCO and year group teams. Have clear overview of all provision that is available and delivered within the Year group/Department/Department With Year group/Department/Department leader/SENDCO, manage the distribution of support staff across the Year group/Department/Department	As before and: Observe and advise other staff within the Key Stage delivering SEN interventions to ensure they are effective and have a positive impact on student progress	As before and: Leading and adapting learning and teaching across school to ensure that all children can access curriculum

6. Make accurate and productive use of assessment

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	**Point 3 MPS 2&3**	**Point 4 MPS 4&5**	**Point 6 MPS 6**	**Point 7 UPS1**	**Point 9 UPS 2&3**
6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements					
Following and using standard school assessments as advised by school policy and year group / curriculum leaders		Embedded use of assessment impacts on learning	Managing and adapting assessment for any areas of the curriculum under their guidance	Adapting, advising, adopting different curriculum assessments for school Evaluation of school systems of assessment	Evaluate and adapt school policy
6.2. make use of formative and summative assessment to secure students' progress					
Uses assessment in class to evaluate planning and inform future teaching	Take responsibility for ensuring feedback is gained from support staff delivering interventions outside the classroom	Uses a wide range of AfL strategies to inform student progress	Adapts relevant assessments so that they suit the needs of the students Ensure that appropriate tracking is in place for interventions across the Year group/Department/Department	Uses summative assessment to ensure student progress across key stage and use it to identify any needs (e.g. interventions)	Ensure that staff under their guidance are using assessment procedures effectively
6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons					
With support… levels student attainment and uses data to evaluate planning and inform future lessons Set and monitor individual and class targets Is aware of whole school assessment picture and whole school performance targets	As before but independently… Updates SIMS database with assessment data. Analyses class to show comparisons between different groups of students in R, W & M Compares student attainment and progress with national standards and expectations and use this to identify target groups (SEN, vulnerable & More Able) Monitor and evaluate levels of students within subject responsibility	Support Band 1 colleagues	Have confident knowledge of performance of different groups in the Year group/Department/Department Support setting of whole Year group/Department/Department targets. Challenge staff to show that progress is being achieved for all groups of children within the Year group/Department/Department	Awareness of relative attainment across Key Stage

Contribute to school self-evaluation and help to make judgments on quality of progress and attainment across Key Stage | Evaluate school wide data Compare locally and nationally Contribute to the setting and evaluating whole school targets.

Be confident in analysing data from ASP and understanding the impact it has on school self-assessment |

6.4. give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

With support… Follow school marking policy. Contribute to Student Progress meetings Meet with parents to communicate progress	As before but independently Uses of differentiated questioning and discussion to allow immediate feedback during lessons	Support Band 1 colleagues in preparing for PPMs. Confident in the use of differentiated questioning and discussion to allow immediate feedback during lessons	Have an overview of student progress within the Year group/Department/Department and the performance of different groups Model effective marking for colleagues	Take a lead role Key Stage moderation of levelled work Give advice to colleagues on effective marking of books and giving feedback to students and parents Lead staff meetings, as required, on marking and assessment procedures so that best practice is shared	Monitor and evaluate whole school moderation and the levelling of work systems. Report to SLT.

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

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	**Point 3 MPS 2&3**	**Point 4 MPS 4&5**	**Point 6 MPS 6**	**Point 7 UPS1**	**Point 9 UPS 2&3**

7.1 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

With additional support as required, know understand and implement the school's behaviour policy. Use the behaviour policy. Contribute to writing of IBPs for certain students	Demonstrate confident knowledge of school's behaviour policy and implement it effectively. Behaviour policy used consistently within their classroom. Write IBPs for students and implement	Be responsible for the behaviour of students within the Year group/Department and implement sanctions within the schools behaviour policy Support Band 1 colleagues with behaviour or compliance.	As before but across the school.	Support SLT to evaluate effectiveness of the schools behaviour policy, rewards and sanctions	Involved in writing rules and routines. Monitor and evaluate the effectiveness of the schools behaviour policy, rewards and sanctions across the whole school

7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

With support and guidance… implement the school positive behaviour system. Track behaviour as required. Communicate with parents about behaviour concerns	As before but independently…	As before plus support Band 1 colleagues with positive behaviour system and compliance. Deal with behaviour in corridors	Support colleagues with challenging behaviour and be proactive in overcoming obstacles Have an overview of behaviour issues within the school	Take responsibility for the consistency of rewards and sanctions across the Key Stage/Year group/Department Contribute to policy reviews Deal with behaviour in corridors	Take responsibility for consistency of rewards and sanction across the whole school/department monitor and evaluate. Contribute to SEF (secondary) Deal with behaviour in corridors

7.3 manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

Seek support and guidance as appropriate to implement strategies provided by specialist teachers	Independently implement strategies provided by specialist teachers	Confidently adapt ideas and initiate your own ideas supporting new colleagues in Band 1	Support SLT to monitor and evaluate strategies within Year group/Department groups	Support the evaluation of strategies and action plans in place within school Model and lead implementation of new approaches to help motivate students	Support the evaluation of strategies and action plans in place within whole school, challenge other staff and feed back to SLT

7.4 maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

With support ensure that the behaviour policy is used to manage behaviour in class. Act on advice when necessary	Ensure that the behaviour policy is used to manage behaviour in class. Be able to use specific behaviour techniques for certain students and act on advice where necessary	Provide support within Year group/Department group. Advise Band 1. Seek advice where appropriate from more experienced staff	Across Year group/Department group act proactively to ensure high standards of behaviour are maintained. Act as a role model and mentor for colleagues	Act as a point of advice and support for other staff. Challenge staff across the whole school where standards are not being upheld	Support the evaluation and effectiveness of behaviour plans and make appropriate next steps suggestions. Feedback to senior staff.

8. Fulfil wider professional responsibilities

Band 1 – Emerging Teacher Point 2 would be all previous with some elements of 3		Band 2 – Accomplished Teacher Point 5 would be all previous with some elements of 6		Band 3 – Expert Teacher Point 8 would be all previous with some elements of 9	
Point 1 MPS 1	Point 3 MPS 2&3	Point 4 MPS 4&5	Point 6 MPS 6	Point 7 UPS1	Point 9 UPS 2&3
8.1 make a positive contribution to the wider life and ethos of the school					
Communicate with parents regularly with support as required, class assemblies, support with class trips, know and understand vision and values, SIP and SEF	As before but now do this independently	Model vision and values of school, support colleagues in communication with parents, assemblies, lead trips for Year group/Department/Department, SIP and SEF	Challenge staff within Year group/Department/Department groups on vision and values, assemblies, trip and events, SIP and SEF	Monitor and evaluate effectiveness of assemblies, trips and events, embedding of vision and values, SIP and SEF across key stage	As before, but now across whole school and report to SLT
8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support					
To work as part of a Year group/Department group and liaise and work alongside mentor taking and seeking advice when required	As before, but now independently	Model best practice provide support for colleagues who are Band 1 or lower	Coaching role, lead Year group/Department meetings and staff meetings Monitor and evaluate groups within Year group/Department	Work with staff within key stage to identify development in line with SIP and SEF and a INSET . Monitor and evaluate how groups are catered for within key stage	Ensure that priorities within SIP are high r priorities and worked towards, monitor and evaluate strategies put in place for these priorities and evaluate any training put in place towards these
8.3 deploy support staff effectively					
With support and guidance as required plan and direct work of class TA on a daily basis	As before, but now independently	Model and support colleagues with planning for TA, monitor and adapt TA planning and evaluations	Monitor and evaluate needs within Year group/Department/Department group and deploy staff appropriately	Monitor and evaluate needs of key stage and report to SENDCO to allocate TA support	Monitor and evaluate needs of whole school and report to SENDCO to allocate TA support. monitor and evaluate how groups are catered for
8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues					
Analysis of own class data, be aware of groups within class. Observed regularly by mentor take and seek advice. Observe best practice Responsible for identifying own CPD needs	A above independently more proactive	Model best practice, mentor and coach colleagues Analysis trends across year group classes and develop action plans according to data	Model best practice, mentor and coach colleagues Analysis of trends across . Year group/Department/Department and develop action plans according to data Knowledge and understanding of raise online Student progress data across Year group/Department/Department group	Paired observations with SLT within key stage. Analysis of trends across key stage and develop action plans according to data Knowledge and understanding of ASP Responsible for students progress data across key stage	As above - whole school

8.5 communicate effectively with parents with regard to students' achievements and well-being

With support use the following ways effectively with parents and carers:	Now act independently Ensure that all student communications and rewards are completed on time	Model best practice and begin to provide support for colleagues in the Year group/Department/Department who are Band 1	Provide support with communicating with parents. Communicate with parents on behalf of the Year group/Department Group Challenge staff in Year group/Department group who are not completing communications/rewards on time	Monitor and evaluate effectiveness of communication across the Key Stage and make improvements where necessary.	Monitor and evaluate effectiveness of communication across the whole school and make improvements where necessary. Challenge staff who are not meeting expectations and feedback to SLT. Provide staff training where necessary
• Parents evening • Daily meetings • Blogging of events in school • Report writing • Target setting • IPPs and Behaviour Plans • Student rewards and certificates					

Colton Hills Appraisal -Target Setting Tool 2022-23

Appraisee Name		Role: Teacher of MFL	
Appraiser Name		Role: CL for MFL	
Key Dates	Target setting	Mid Year Review	End of Year Review/Action Research

Where am I now?	Summary: Reference Experience/UPS/ TLR/ Leadership MPS6	

Objective 1 – Raising Attainment To aim to reduce the gap in attainment between SEND students and their peers for 9C/Gm3	Objective 2 – Raising Attendance To promote and raise attendance through being proactive during form time.	Objective 3 – Professional Development To complete three Independent Research Projects over the course of the year and share finding with the department.
Success Criteria - By the end of the year the gap between SEND students and non-SEND will have reduced - increased engagement of SEND students in lessons (learning walks) - increased engagement of SEND in Independent Study - Improvement in SEND students' assessment scores	**Success Criteria** - Student engagement in form time learning walks - Evidence of attendance information on form board - Sending students to Wise Up when required - Regular communication with Year Team - Students filling in attendance page in planner	**Success Criteria** - Increased knowledge of new GCSE - Evidence of HPL terminology in learning walks - Producing research projects - Engaging in department moderation and work scrutiny - Contributing to Whole School MFL resources -
Additional support needed …	**Additional support needed** …	**Additional support needed** …
Review 1 RAG There are some student who are below target and some students who are on track. Continue to use strategies from the IEPs to help close this gap.	**Review 1 RAG** Attendance discussions in form. Targeted interventions completed. Students to fill in attendance page in planners and to make sure the board is updated each week.	**Review 1 RAG** Independent Research Projects completed with HPL focus and supporting the Department Improvement Plan. Ideas shared with the team
Review 2 RAG	**Review 2 RAG**	**Review 2 RAG**

The objectives for 2022/23 have been:

Agreed		Referred		Declined	

Notes:

Referred – this means the Reviewer will need to confer with a Senior Leader about the targets set.

Declined – this means the targets are not suitable and will need to be re-considered

Signatures (Nov 2022):

Reviewee: Gudrun Edobor   Date: 21.11.22

Reviewer: Lucy Heeley   Date: 21.11.22

Approved by Headteacher:

Mid-term Review (For Mar 2023)

The Mid-term Review has been completed

Any Objectives Met?		New Objectives Set?	

Final Review of 2022/23 Objectives (Sept 2023):

Signatures

Reviewee: ……………………………………Date: …………………………

Reviewer: ……………………………………Date: …………………………

Approved by Headteacher:

Date: