

**Honiton Community College
Academy Trust**



This Policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 10th February 2021
and will be reviewed annually.

APPRAISAL FOR TEACHERS POLICY

APPRAISAL POLICY

1. Principles

- 1.1. Honiton Community College has a supportive and developmental process to help ensure that all teachers have the skills and support that they need to carry out their role effectively. It helps teachers to continue to improve their professional practice.
- 1.2. The Appraisal Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers. Appraisal helps to assess the performance of teachers through the cycle against the teacher standards and the performance criteria developed by the College in conjunction with staff.
- 1.3. This policy applies to all teachers employed by the College except those undergoing induction, i.e. NQTs (Newly Qualified Teachers), and those who are the subject of capability procedures.
- 1.4. Any pay recommendations are commended by the Principal to the Performance and Pay Committee and in turn to the Full Governing Body.

2. Practice

- 2.1. The appraisal period runs for 12 months from 1st September to 31st August. An initial review is undertaken in June, on the Non-pupil day, new Intentions are discussed and initially agreed, and the cycle is completed in HT1 of the following year (see appendix 2). The College uses Perspective (PM software) to manage its appraisal process. Teachers who are employed on a fixed term contract of less than one year do not have to follow this policy, but their performance is managed in accordance with its principles.

2.2. *Appointing Appraisers*

The Principal allocates an appraiser, who is normally the line manager, to all teachers (appraisees). The Principal is appraised by the Principal's Appraisal Panel (Chair of Governors, one other governor, and can draw on advice from a School Improvement Partner - SIP).

2.3. *Setting Targets*

Objectives for each teacher are set before or as soon as practicable after the start of each appraisal period. The objectives are designed to contribute to the development of the individual teacher and to the College and Team improvement plans. The objectives set are challenging but also SMARTID (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-limited, have **I**mpact and are **D**ifferentiated); and are also fair and equitable in relation to teachers with similar roles/responsibilities and experience. They have regard to what can reasonably be expected given the desirability of being able to achieve a satisfactory work/life balance. They also take account of the teacher's professional aspirations and any relevant pay progression criteria. They contribute to improving the progress of students at the College. The appraiser and appraisee seek to agree the objectives but where a joint determination cannot be made the reviewer makes the determination, having taken into account the above.

Teachers usually have 3 Intentions that originate from personal and team priorities. In general, they stem from the Department Development Plan (DDP), which in-turn stems from the College Development Plan (CDP). Where applicable they may be more bespoke if a specific need is identified and agreed by the Appraiser and/or ELT.

The Vice-Principal, Quality of Education (VP QoE) generates a report that identifies any Continuing Professional Development (CPD) needs. A programme of CPD is then produced by the VP QoE that covers the College and department priorities. The VP QoE will also consider those bespoke requests for CPD requested through the appraisal process with the aim to support if deemed appropriate.

Though the Appraisal process is an assessment of overall performance, Intentions cannot cover the full range of a teacher's roles/responsibilities. Intentions, therefore, focus on the priorities for an individual for the cycle. Pay progression decisions are based on the totality of performance which covers the teacher's Job Description, the Teaching Standards, and the relevant pay criteria, not just their Intentions.

2.4. *Reviewing Performance*

Before holding the appraisal meeting:

- The Appraiser meets with their respective link member of the Executive Leadership Team (ELT) in order to understand the College priorities, based upon the CDP/DDP (Department Development Plan).
- The Appraisee and Appraiser plan and undertake three formal Appraisal activities per year (normally one per term); at least one being a formal lesson observation, that focus on an Intention and/or the area/s of the teaching standards the Appraisee is developing. The remaining activities are determined by the appraiser/appraisee and will depend on agreed priorities, such as marking/assessment, planning and reviewing, SEND.
- The appraisee completes their HCC Teaching Standards self-evaluation (within Perspective), providing detail pertaining to each section, and throughout the year monitors progress with their targets, and collates appropriate evidence in preparation for the Appraisal meeting.
- College Leadership Committee (CLC) members also complete the Leadership Standards within Perspective.

2.5. *Observation*

The College believes that observation of classroom practice is important both as a way of assessing teacher's performance and in order to identify particular strengths and areas for development. All observation is carried out in a supportive fashion. (See Appendix 1: Lesson Observation protocol).

Each teacher has at least one formal lesson observation (and no more than three per year) as part of the appraisal process (these are not graded). Further observations will depend on the individual circumstances of the appraisee and the need for the appraiser and/or ELT to assure quality.

Other observations for professional development such as peer observation or learning walks are encouraged. It is clearly understood by participants that such observation is developmental not judgemental, and is not used for appraisal.

2.6. *Feedback*

Appraisees receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback highlights particular areas of strength as well as any areas that need attention.

Where clear strengths are identified and/or the appraisee is seen to be operating above their teaching band then the appraisee may be asked to consider:

- Sharing best practice with colleagues
- Involvement in the College NQT mentoring programme
- Delivering aspects of the trainee teacher programme
- Involvement in action research
- Contributing to the College CPD programme

Where there are concerns about any aspects of the appraisee's performance the appraiser meets the appraisee formally to:

- give clear feedback to the appraisee regarding the areas of the HCC Teaching/Leadership Standards, or their personal Intentions, that require further development;
- give the appraisee the opportunity to comment and discuss the concerns;
- agree a supportive CPD programme between the appraisee and the appraiser, that is shared with the VP Quality of Education. This could include:
 - joint lesson planning with appraiser / HoD / peer / VP QoE
 - review of schemes of learning
 - peer observations
 - access to additional resources for planning
 - weekly meeting to review Class Charts and progress of students
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made (see 2.7)

When progress is reviewed, if the College is satisfied that the appraisee has made, or is making, sufficient improvement, the appraisal process continues, with any remaining issues continuing to be addressed through that process.

2.7. *Transition to Capability*

If the College is not satisfied with progress, the appraisee is notified in writing that the Appraisal System may no longer apply and that their performance may be managed under the Capability Policy, and will be invited to a formal capability meeting (see College Capability Policy).

2.8. *Annual Appraisal Assessment*

The appraisee receives, as soon as practicable following the end of each appraisal period, an appraisal review report. This includes:

- an assessment of the appraisee's overall performance, over the previous appraisal round, with respect to their Intentions, HCC Teaching/Leadership Standards, roles and responsibilities, and their students' progress
- a decision on whether Intentions have been met and whether ToP (Totality of Performance) has been achieved
- the appraisee's targets for the forthcoming appraisal round
- details of the appraisee's professional development needs
- a recommendation on pay where that is relevant

2.9. *Appeals*

The appraisee has the right of appeal at any point during the appraisal process. This is initially to the Principal and, if not resolved, Second (Appeals) Committee, under the College's usual procedures.

2.9.1. *Periods of leave (including maternity/paternity/adoption and long term sick leave)*

If you are absent from work as a result of a sustained period of leave (including maternity/paternity/adoption and long term sick leave) during the intervening period between the last pay review and the current pay review and/or you are on a period of sustained leave when the salary review and appraisal process is conducted the college will look at the individual circumstances of your case and the appraisal information and evidence available to it when considering your appraisal review and will normally exercise its discretion to maintain your appraisal rating from the previous year.

If you are unhappy with the Principal's decision in relation to the appraisal round you can appeal in writing to the Second (Appeals) Committee. This must be undertaken within five working days of receiving written confirmation of the outcome of the appraisal round from the Principal. You will be required to set out the reasons for your appeal together with any relevant evidence. The Second (Appeals) Committee will then meet to hear your appeal. Their decision will be final and there will be no further right of appeal.

3. Confidentiality

The appraisal process and statements generated under it are treated with confidentiality and are made known only to those with a professional need to be informed: the appraiser, the Principal and the ELT.

4. Training and Support

The College's CPD programme is informed by the training and development needs identified in the CPD section of the appraisees' appraisal review report.

The Governing Body ensures in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training and support agreed for appraisees.

With regard to the provision of CPD in the case of competing demands on the College budget, a decision on relative priority is taken with regard to the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support helps the College to achieve its priorities.

5. Monitoring and Evaluation

The Principal reports to the Pay and Performance Committee of the Governing Body annually on the operation of the College's Appraisal Policy. This report includes:

- How the College has applied the policy with fairness, consistency and rigor;
- The quality assurance processes that have been applied to ensure that there is a clear link between pay progression and the teacher's effective performance;
- How the College is meeting the training and CPD needs identified.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory.

6. Review of Policy

This policy is reviewed annually by the Pay and Performance Committee of the Governing Body.

FORMAL LESSON OBSERVATION PROTOCOL

Rational

The College has an ethos of openness and support. Lesson observations are intended to support staff with the management of behaviour, assist continuous professional development, look at the progress of students and promote opportunities for interaction between leaders and students in order to celebrate their successes.

- 1.** An appraisee is given at least one working day's notice (usually a week or more) of a formal lesson observation which is part of the appraisal process.
- 2.** Feedback is supportive and developmental. It is given as soon as is practicable after the observation.
- 3.** The purpose is agreed between the appraisee and appraiser, establishing the focus in advance; allowing quality time to discuss the areas of strength and possible areas for development. The observation is recorded on Perspective.

APPRAISAL MEETING

1. Before the meeting, the appraisee completes their HCC Teacher Standards within Perspective with notes of evidence – this is a self-evaluation process that is shared and discussed with their appraiser.

N.B. It is important that during the appraisal year the appraisee receives regular feedback on their performance. This is to avoid any surprises at year end and to give the appraisee the opportunity to improve their performance before year end, if it is falling below the required standard.

Both the appraisee and the appraiser can add notes to the Monitoring section in Perspective of each target and attach relevant evidence. It is recommended that progress and impact should be reviewed, and if appropriate recorded, monthly.

Also any change in Intentions during the year should be recorded and any mitigating circumstances, which are beyond the appraisee's control, that may lead to failure to meet an objective. In addition dates and impact of any CPD should be entered into the appropriate section of Perspective.

2. At the meeting the discussion focuses on the **Totality of Performance** (ToP) over the year including:
 - How the appraisee is performing against the Teacher/Leadership Standards' criteria
 - Progress and outcomes of exam groups/ groups of students (e.g. Disadvantaged, Low/Medium/High ability, boy/girl)
 - Outcomes of formal lesson observations, or other formal appraisal activities
 - Wider contributions of the appraisee to the College
 - Review of Intentions from last year

The Overall Performance section within Perspective is completed together.

3. In the light of this discussion, Intentions are set for the following year. NB. Expectation is that a teacher with three years of teaching experience will be given Intentions appropriate for an embedded teacher (see appendix 3).
4. The appraiser discusses the report with the link ELT member and agrees a pay recommendation based on the **totality of performance** (ToP) to be recorded in the report before forwarding for consideration by the Principal and Governors.
5. The Appraiser submits the report for comment and approval by the Appraisee. If agreed the Appraiser then 'Closes' the process. If the appraisee is unhappy with the review report then the link ELT and the Principal will aim to secure agreement through arbitration. The Appraisal Review is then made available to the Principal for scrutiny and quality assurance. The Principal has the final decision on ToP. The appraisee retains the right to appeal the decision.

6. Movement to the Expert Teacher Band – please refer to the HCC (Honiton Community College) Pay Policy.

7. Related Timescales

- Lesson observation or other formal activities: September – July
- Draft CDP May.
- Appraisal meeting & report. Started in June and completed by end of September (facilitated through non-pupil days).
- Performance and Pay Committee approves annual Appraisal Cycle Report November.
- Principal writes to all teachers regarding their success throughout the previous cycle – November/first week December
- Any pay awards are backdated to 1st September

Standards for Teachers: the Honiton criteria

All statements in bold are the national statutory standards which are part of all teachers' contractual objectives. The exemplifications which follow are how we interpret these at HCC according to the professional stage a teacher has reached. There is an assumption that in all categories of **expert** that a teacher is having a demonstrable impact on students and our staff beyond his/her own classroom.

		Emerging	Embedded	Expert
1. Set high expectations which inspire motivate and challenge pupils				
A	Establish a safe and stimulating environment for pupils, rooted in mutual respect	In classes and activities, students of all abilities and backgrounds engage in learning and respect the learning of others.	Students are able to challenge themselves and others in the interests of their own learning, whilst respecting different views. Engagement in learning is strong and continues beyond the classroom.	Students clearly feel able to take risks whilst learning. They ask challenging questions of each other and the teacher triggering dialogue and debate. Students are absorbed in learning.
B	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Teachers use college data and information to encourage almost all students to set and meet life goals which are not limited by their personal histories.	Teachers assist students to be aspirational about their futures. They assist them to attain their dreams by building their confidence and providing opportunities for them to learn how to be successful.	Teachers encourage students to set aspirational goals – often beyond those of their communities. They succeed in challenging limiting attitudes by exposing them to possibilities outside of Honiton.
C	Demonstrate consistently the positive attitudes, values, and behaviour which are expected of pupils	Teachers model respect for the learning and lives of all students in the college consistently upholding college systems. They behave with courtesy and respect towards students, challenging poor behaviour which endangers the safety and confidence of others.	Teachers challenge students consistently who do not meet the college's high standards of behaviour. They support other staff in learning to do so.	Teachers play an active leadership role in the college in developing a culture of respect for the learning and safety of others. They help and challenge colleagues when appropriate to do the same.
<p>NOTES ON EVIDENCE: <i>Example: Observation showed "expert" groups questioning one another with minimal input from me. Run robotics Club and have taken visits to Science Museum. Led activities week activity. Have students parked from other classes when needed. Am used as a mentor for staff who are having behaviour issues, and am observed by staff looking to improve in this area.</i></p>				

2	Promote good progress and outcomes by pupils			
A	Be accountable for pupils' attainment, progress and outcomes.	Teachers make habitual use of student data to inform their planning so that over time students make appropriate progress.	Teachers draw on their knowledge of students and make regular use of monitoring and tracking to inform interventions so that over time students make good progress.	Teachers consistently engage in forensic analysis of student data so that over time all students make at least good progress and many make exceptional progress (i.e. 4+ levels' progress KS2-KS4 (Key Stage 2 – Key Stage 4)). Responsibility for progress of students beyond own teaching group and/or mentor other teachers.
B	Plan teaching to build on pupils' capabilities and prior knowledge.	Differentiate, using student data to inform lesson planning and seating plans.	Assessment strategies are used to produce precise information about students' current capabilities. Lessons are differentiated and adapted to meet the specific learning needs of students.	Responsibility for designing differentiated schemes of work, monitoring their effective implementation by other teachers, and implementing outcomes of those reviews.
C	Guide pupils to reflect on the progress they have made and their emerging needs.	A variety of strategies are used to help students reflect on their progress. Students know their grades and how to improve.	Students are given frequent opportunities to reflect on the process of learning as well as the subject content.	Students understand why they are learning and have a strong grasp of the principles, knowledge and learning capacities that they are developing.
D	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	The teacher is able to articulate why specific teaching strategies have been selected and the intended learning that will take place.	The teacher is able to draw on a wide variety of teaching techniques and can select strategies that maximise learning for specific groups of students.	Demonstrates and mentors others in how the selection of appropriate teaching strategies maximises learning.
E	Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Inspires students to want to learn and make effective use of praise.	Successfully enables students to think for themselves and have frequent opportunities for learning independently.	Innovate and share successful methods with others for developing student responsibility and independent learning.
NOTES ON EVIDENCE:				

3	Demonstrate good subject and curriculum knowledge			
A	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	Have a secure knowledge of subject/curriculum and related pedagogy. Adapt lessons/questioning to address misunderstandings.	Have an increased awareness of the national agenda for the subject. This may include playing an active role in furthering curriculum development. Ensure students have opportunity to correct misunderstandings identified through AfL (Assessment for Learning).	Have a deep and extensive knowledge of the discipline going far beyond the set programme they teach. Leads other staff in learning about new subject/pedagogical developments.
B	Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.	Work with the Subject Leader to identify the college's vision for the subject area and key requirements. To be able to develop students' skills of independent scholarship.	Share knowledge of the subject with colleagues e.g. observations for Challenge Partners or Change Teams. Use a variety of teaching strategies to promote skills of independent scholarship.	Joint professional development of the subject area including subject knowledge of colleagues e.g. coaching.
C	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.	Literacy is included in lesson planning. Teacher is accurate in own spelling, punctuation and grammar. Insists on literate and articulate responses from students and uses Literacy Rainbow. HCC marking policy used consistently to support literacy.	Plan opportunities to teach explicitly the relevant knowledge/concept/skills/academic language relevant to the lesson/series of lessons. Provides structures (e.g. writing frames) to build literacy with appropriate intervention to support weak areas.	Teaching is highly effective in creating opportunities to teach explicitly the literacy knowledge/concept/skills necessary for the subject and also to build the breadth, range and depth of literacy beyond specific subject needs.
D	To promote reading for pleasure in order to develop literacy and subject knowledge	To provide appropriate reading materials for students that inspire students to learn	Be aware of specific teaching techniques that are used in the college to improve reading/literacy skills. Use some techniques in lessons where relevant.	Create opportunities for students to read and discuss content in your subject area so as to develop wider subject knowledge.
E	If teaching early mathematics, demonstrate	Teaching indicates an awareness of mathematical skills	Teachers are effective in making explicit and teaching, where	Teachers are highly effective in making explicit and teaching,

a clear understanding of appropriate teaching strategies	integral to the lesson.	appropriate, the mathematical skills integral to their lesson/series of lessons.	where appropriate, the mathematical skills integral to their lesson/ series of lessons.
NOTES ON EVIDENCE:			

4	Plan and teach structured lessons			
A	Impart knowledge and develop understanding through effective use of lesson time	Lessons have a clear structure with an appropriate balance of activities which encourages the engagement of students. Knowledge is clearly communicated and understood.	A variety of teaching strategies are used to ensure lesson time is used creatively so students are actively engaged in lessons. Knowledge is communicated and understood in great depth.	The pacing of lessons is well orchestrated with seamless transitions between activities. Knowledge is expertly communicated and understanding is shown through the application by students.
B	Promote a love of learning and students' curiosity	Teachers devise opportunities for students to ask questions and to pursue some tasks independently. Links are made between their learning and the wider world.	Teachers regularly create opportunities to foster high quality student dialogue, discussion and questioning. Teachers guide students to make links with other learning and the wider world.	Lessons foster a consistently high level of interest, curiosity and commitment to learning. Promotes subject/learning across the College (e.g. displays, option presentations, extra-curricular).
C	Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Home learning is regularly set in accordance with the college policy.	Home learning provides a bridge between previous learning and planned learning in subsequent lessons. Teachers plan college visits and events to develop learning outside the classroom.	Home learning and independent study activities, drawing on a range of resources, are wisely chosen to extend the range and depth of students' knowledge, understanding and acquisition of skills. Leadership of activities beyond the classroom provides students with a rich diet.
D	Reflect systematically on the effectiveness of lessons and	Teachers reflect on and evaluate their lessons. Subsequent observations show that the	Teachers regularly reflect and evaluate their lessons which informs an enquiry approach to	Teachers are highly analytical in evaluating their own practice and knowledge, making full use of CPD

	approaches to teaching	teacher has responded to previous feedback.	developing teaching and learning. Teachers are starting to engage with the research base within their discipline. They support the development of other colleagues in their dept/college	and national, international research. They are key in leading professional dialogues with others on developing teaching and learning in their own college and across the wider system.
E	Contribute to the design and provision of an engaging curriculum within the relevant subject area	Teachers plan, review and evaluate modules of work to be shared with others.	Teachers plan, review and evaluate SoL (Schemes of Learning) for a Key Stage/ exam unit to be used by others	Teachers draw on extensive experience of SoL design or research to contribute to curriculum development at college, regional or national level.
NOTES ON EVIDENCE:				

5	Adapt teaching to respond to the strengths and needs of all students			
a	Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively	Teachers differentiate appropriately for all groups, in class and for home learning.	Teachers plan effective approaches to differentiation in class and for home learning, making creative use of resources/tasks/ groupings/support etc. to ensure all groups make good progress.	Teachers lead others in planning highly effective approaches to differentiation in class and for home learning, tailoring the use of resources, tasks, groupings, support etc. to meet the needs of groups and individual learners.
b/c	Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. Demonstrate an awareness of physical, social, intellectual	Teachers understand and identify potential barriers to learning and seek support from appropriate sources for relevant strategies.	Teachers have a developed understanding of the potential barriers to learning and draw upon a range of strategies to meet individual circumstances. They evaluate impact and adapt.	Teachers have an extensive understanding of potential barriers to learning and are able to draw on that expertise to develop innovative approaches to meet individual circumstances, enabling the student to maximise his/her potential. Support is given to

	development of students and how to adapt teaching to support students' education at different stages of development			other staff.
d	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.	Students with individual needs are clearly identified and planned for. Where necessary, teachers seek guidance from the Assistant Principal SEND & Safeguarding or one of the team, for classroom strategies which are implemented and evaluated. As a result, these students make appropriate progress.	Students with individual needs are clearly identified and planned for. Teachers have a developed repertoire of strategies which are used imaginatively so that students with individual needs are fully integrated into the lesson and make good progress.	Teachers have an extensive understanding of addressing individual needs within the context of their discipline and they use this to be innovative and creative in developing further approaches. This expertise is used to support other colleagues on how to address the needs of specific learners and a lead is taken in the development for specific areas (e.g. FSM – Free School Meals, SEN – Special Educational Needs).
NOTES ON EVIDENCE:				

6	Make accurate and productive use of assessment			
a	Know and understand how to assess relevant subject and curriculum areas, including statutory assessment requirements	Teachers' on-going subject assessments are accurate.	Teachers are fluent with the range of statutory and non-statutory assessment requirements, and this is shown in their planning and teaching which is coherently and creatively built around both formative and summative	Teachers have developed their expertise in statutory and non-statutory assessment through participation in professional discourse / research / exam marking, and will use this to inform their own and others

			assessment requirements.	teaching and learning.
b	Make use of formative and summative assessment requirements to secure pupils' progress	The Schemes of Learning and individual lessons are adapted in the light of planned formative and summative assessment opportunities so that all students make progress.	Detailed formative and summative assessment leads to fine tuning of programmes of study for individual students to ensure that all make at least good progress.	Teachers have responsibility for checking the progress of individuals and/or groups beyond their own classroom, leading practice in the department based on wider theoretical and imperial evidence.
c	Use relevant data to monitor progress, set targets, and plan subsequent lessons	Teachers accurately assess students' work and use summative approaches to monitor progress over time; marking is tightly focused on assessment requirements; it is used to set targets and inform planning.	Formative assessment is diagnostic helping to move students on and promote challenge, leading to good progress.	Progress is at least good and often outstanding because of the sophisticated use of data on individuals and groups which is used to set challenging targets and plan finely differentiated work. Teachers take responsibility for monitoring progress of groups across the department and/or mentoring the staff.
d	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback	Teachers follow departmental policy on regular formative assessment (oral and written). They always give students opportunities to respond to their feedback.	Methods for students to respond to feedback are robust and sophisticated resulting in discernible progress which is at least good.	Teachers share their understanding of assessment with others in their department, College and professional community.
NOTES ON EVIDENCE:				

7	Manage behaviour effectively to ensure a good and safe learning environment			
a	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the college, in accordance with the college's behaviour policy.	Promote positive and courteous behaviour by communicating and maintaining high expectations of behaviour. They model positive behaviour themselves. Follow the College Behaviour Policy to adhere to rules, rewards and sanctions fairly and, in the case of negative behaviour, communicate sanctions calmly and clearly, to help build good relationships with pupils.	Explore and execute creative solutions to on-going behavioural issues so as to promote positive behaviour - seeking advice from SEN, learning co-ordinators, mentors and HoL (Head of Learning)/HoD (Head of Department). Be responsive to the views/needs of students, parents and colleagues in the execution of behaviour policies.	Take responsibility for communicating expectations of behaviour to a year group, key stage or set of students, so that they understand and respect the college policies. Support colleagues in the management of classes / groups of students by offering effective advice and actions, and maintaining this support regularly so as to support these colleagues in being able to establish and maintain good relationships with pupils themselves.
b	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Apply due diligence at all times to ensure the safety of all students for which you are in <i>loco parentis</i> .	Maintain good relationships with pupils over time by exercising appropriate authority, acting decisively when necessary and maintaining a clear framework for discipline with a range of strategies used consistently and fairly.	Apply due diligence at all times to ensure the safety of all students for which you are in <i>loco parentis</i> .
c	Manage classrooms effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.		Apply due diligence at all times to ensure the safety of all students for which you are in <i>loco parentis</i> .	
d	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			
	To maintain safe			

	practices in your working environment to ensure the safety of students at all times			
NOTES ON EVIDENCE:				

8	Fulfil wider professional responsibilities			
a	Make a positive contribution to the wider life and ethos of the college	Teachers consistently model and implement college policies and values. They support and participate in the wider and enriched curriculum – e.g. trips and visits.	Teachers play a role in organising and leading extra-curricular activities in the college which enrich the lives of students.	Teachers are innovative in the activities they organise and lead; support and challenge students who do not engage in such activities, or how they might offer new opportunities to students.
b	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Teachers seek advice from experts in college and from multi-disciplinary teams serving the college in order to meet the needs of students they teach.	Teachers seek wide-ranging expertise about how to meet the needs of students they teach including national research and other colleges. They support colleagues through mentoring and coaching e.g. PGCE (Postgraduate Certificate of Education trainees) /NQTs	Teachers engage in activities with other colleges to co-create new knowledge. They coach/mentor and collaborate with colleagues from other colleges and training institutions as well as internationally.
c	Deploy support staff effectively	Teachers collaborate effectively with support staff – ensuring that they are well prepared for lessons. They contribute effectively to students reviews.	Teachers have developed working relationships with support staff enabling them to support a range of students effectively – including withdrawal when needed. Support staff work flexibly in their lessons.	Teachers play a role in developing the expertise of support staff so that they are able to independently support students and lead classes or groups of students.
d	Take responsibility for improving teaching	Teachers take responsibility for seeking professional development	Teachers actively seek opportunities to enhance their	Teachers lead on college improvement projects within HCC

	through appropriate professional development, responding to advice and feedback from colleagues.	opportunities which enhance their skills and knowledge. They listen to and act on guidance from colleagues.	professional skills and knowledge through challenging and accredited CPD opportunities. They are engaged in joint practice development with others.	or other colleges, thus developing their own practice. They lead CPD opportunities for others in or beyond the college.
e	Communicate effectively with parents with regard to pupils' achievements and well-being.	Teachers comply with college mechanisms for feeding back to parents e.g. parents evenings and Progress Day. They respond in an appropriate and timely manner to email, telephone contact from parents. As a member of the pastoral system, they monitor and support a group of students.	Teachers develop a range of strategies and engage in a range of opportunities to communicate with parents and engage them in the education of their children. They are pro-active in contacting parents and helping to inform them on how to support students.	They lead teams of others or support newer teachers to build home-college contacts.
NOTES ON EVIDENCE:				

NB: In general, The three professional stages used equate to the Teachers' Pay Point (PP) Scale as follows:

Emerging: PP 1-3

Embedded: PP 4-6

Expert: PP 7-9

