Cliftonville Primary and Pre- School

Independence Safe and Settled Resilience Respect Aspiration Learning Community

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be
That through our high-quality learning experiences & curriculum we will improve the life-chances of our children
That we educate the whole child so they can thrive in a changing world

POLICY FOR CO-PPRAISAL
FORMERLY KNOWN AS PERFORMANCE APPRAISAL

Reviewed – 2026 **Review date – 2028**

CONTENTS

Section	Title	Information
	Co-ppraisal summary page	
1	Aims/Introduction	
2	Rationale	Explains the value of Performance Appraisal.
3	Legislation and guidance	
4	Roles and Responsibility for Reviews	Introduces the roles of different people in the co-ppraisal process. Recommends careful planning to make sure the review process is manageable and to ensure all teachers know who will be responsible for their reviews.
5	The Appraisal Period	Explains the timing of the school's review cycle taking into account statutory requirements for setting objectives and the length of review .
6	Links between Pay, Career Stages and Performance Appraisal	Explains links between the co-ppraisal system and other policies. Explains progression through threshold UP1-UP2 and UP2 – UP3 – See Appendix 5
7	Concerns about managing weak performance	Explains that the co-ppraisal process does not form part of any formal disciplinary.
8	Confidentiality	Confidentiality - sets out clearly the confidential nature of Performance Appraisal documents and the need to keep them in a secure place.
9	Access to Outcomes	Shows the statutory position about who can have access to review statements or information contained in them.
10	Right to appeal- Complaints	Sets out the statutory process to follow if a complaint is made about the annual review.
11	Evaluation of the Policy	Brings out the school's commitment to review the effectiveness of the review process each year.
12	Standardised Documentation (appendices)	Includes model documents Appendix 1- Informal / Formal Capability Procedure Appendix 2- Detailed Information for the Review and Target Setting Appendix 3- Guidance for the Reviewer Appendix 4- School templates for recording Appendix 5- criteria for incremental through the main pay scale and beyond threshold – up1 to up2 and up2 to up3 Appendix 6: examples of letters to move through the threshold Appendix 7: example letter to move from ups1 to ups2 Appendix 8: The GROW model and support documentation Appendix 9: Teacher/ TA standards

Co-ppraisal summary

Rationale/ aim

- Shift the emphasis from one of proving to improving, from retrospective to forward thinking.
- Renamed Co-ppraisal- a personal professional development programme (PPD) and which is built on our CPLD programme and coaching model.
- The coaching programme will support PPD. It is underpinned by the assumption and expectation that all staff will demonstrate continued and competent adherence to the Teachers Standards and where applicable to their JD / compliance standards if they are non-teaching staff. This aspect will be monitored through the schools QA and monitoring processes.
- All staff will, through their coaching conversations, monitor their performance towards their yearly focus and the final coaching session will result in a summary statement that captures the evidence of such progress- starting from the position that all teaching standards are continually and competently being adhered to.

When	What	Who
September	Reflect on teachers standards; School plan; Year group and class and any Subject responsibilities Action: Agree and set a single PPD focus and share centrally	Individually and with coach
November	Research/ apply/ feedback/ gather and synthesize research data to support focus	With coach
November/ December	Research/ experiment/ practice/ reflect-gather and synthesize research data to support focus	Individually, within year team and with coach
January	Time allocated to review	With coach
February-May	Research/ experiment/ practice/ reflect-gather and synthesize research data to support focus	Individually, within year team and with coach
June	Cycle completed- review process PPPD summary statement written	With coach
July	Share of focus findings	Whole staff training

- This policy also includes line management/ supervision planned meetings within the schools CPLD plan offering the opportunity to have discussions with the line manager.
- This policy will not be used as a vehicle to address any concerns that are raised about a teachers or a members of staff performance in terms of competencies. If there are any concerns raised, they will be identified via QA and monitoring processes and by line managers at the time that they occur and support through the (capability)policy.
- All staff eligible for pay progression if they:
    - Maintain and demonstrate all teachers' standards- monitored through QA
    - Engage with this process and regular coaching demonstrating progress towards their single focus
    - Meet and engage with their coach 3 times a year or more frequently if leadership (directed time)
    - Engage with coaching training where applicable.

1. AIMS

At Cliftonville Primary and Pre-School, we are committed to raising achievement and attainment for all children to improve their life chances. We recognise that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils, and therefore all staff have a professional responsibility to continually develop their practice.

Our Continuing Professional Learning and Development (CPLD) programme is centred on individual growth, professional learning, and coaching. Through a culture of professional dialogue, support, and reflection, we aim to develop staff effectiveness as both individuals and team members. The co-ppraisal process forms a key part of this approach, providing clarity of expectations, constructive feedback, encouragement, and professional development opportunities.

Co-ppraisal shifts the focus from accountability alone to continuous improvement. It is forward-looking, embedded within the CPLD programme, and underpinned by a coaching model that supports personal professional development. All staff are expected to consistently demonstrate the relevant professional standards and role expectations, with these monitored through the school's quality assurance and monitoring processes.

This policy applies to the Headteacher and all staff employed by Coastal Academies Trust at Cliftonville Primary and Pre-School, excluding those employed for less than one term, those subject to capability procedures, and Early Career Teachers where separate arrangements apply. The policy is not intended to address performance concerns, which will be managed through established quality assurance, line management, and capability procedures where necessary.

Regular line management and professional review conversations are incorporated into the CPLD programme, providing opportunities to discuss workload, priorities, professional standards, development needs, wellbeing, and career aspirations. These discussions also support the sharing of effective practice and expertise across the school.

The co-ppraisal cycle operates over a twelve-month period. Fixed-term staff participate in a proportionate process based on the length of their contract, while all staff—regardless of contract type or working pattern—will have equitable access to development, support, challenge, and feedback. Staff joining during the year will enter the process at the appropriate point, with objectives adjusted to reflect the proportion of the appraisal cycle remaining

2. Rationale

Co-ppraisal is central to a shared commitment to high performance. It helps focus attention on effectiveness and monitoring. The co-ppraisal cycle aims to ensure appropriate and effective personal development training is provided to ensure job satisfaction, delivery on outcomes and that staff can achieve a high level of expertise and progression in their chosen area where appropriate to the school.
We will implement our co-ppraisal based on:

- Fairness: Awareness of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.
- Equal Opportunity: All staff should be encouraged and supported to achieve their potential
- Honesty: All staff will be open, honest, hold constructive professional coaching conversations under the agreed format of coaching and through the line management discussions where constructive challenges will occur with their reviewees.
- High Standards: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development, all staff have the potential to improve their performance.
- Work Life Balance: All staff are entitled to a satisfactory work/life balance and co-ppraisal is an appropriate mechanism to facilitate this.
- Pay and Rewards: Pay progression for staff (if applicable) should reflect their overall contribution to the school, and most importantly to outcomes for children, both as individuals and as team members.

3. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy. which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the model policy produced by the Department for Education (DfE).

4. Roles and Responsibilities

Co-ppraisal is a shared responsibility. The Governing Body will agree and monitor the school's Co-ppraisal Policy and process, ensuring that performance of staff at the school is regularly reviewed. The Headteacher is responsible for implementing the school's co-ppraisal policy and ensuring that reviews take place. The SLT will review twice annually the outcomes of the coaching process; line management reviews and overall impact of the one target coaching conversation through data analysis and QA/ monitoring.

The co-ppraisal process is in two parts.

1. Personal professional development uses coaching as the vehicle to explore a personal focus and subsequent strategies and support around this.
    a. Personal focus for the year will:
        i. Focus on improving outcomes for all learners as set out in the DFE CPD standards
        ii. Support the ethos of getting better than being good; being better than compliant
        iii. Support the schools and years teams action plans and targets
        iv. Be founded on the principals of staff development and link closely with the schools CPLD staff training programme.
        v. Be rooted in academic or scholarly research or relevant good practice
        vi. Develop the individuals' skills in research, development and application
        vii. Be shared in some capacity to wider staff for the benefit of the whole organisation the end of the cycle
        viii. For any staff who teach lessons, or who work in teaching and learning, personal focus will be on an aspect of teaching and learning; other staff will be related to their JD; support assistants standards or compliance standards
    b. The dual model of continuous monitoring and QA; coaching and professional development in a specific measurable focus will
        i. Support staff well being
        ii. Support staff retention and recruitment
        iii. Support all staff in continued improvement
        iv. Support staff develop themselves for the next stage of their career development
        v. Give all the staff tools needed to become an expert in their role
        vi. Be able to use the QA and monitoring cycles to support coaching, progress and research
2. Line management conversation will also
        i. Support staff well being
        ii. Support staff retention and recruitment
        iii. Support all staff in continued improvement
        iv.

Co-ppraisal involves a coach from the staff body and the member of staff allocated line manager.
The coach will be providing a safe space with which to explore, through coaching conversations, the focus of development. The focus set for each member of staff are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. The HT's focus will be set by the CEO of the CAT and the Chair of the Governing Body.

The line manager will work with the member of staff to take a 'professional' interest in the development and well being of their reviewees. This could include a conversation around their professional development and coaching focus. In general,

the year group leader or SLT link will be the performance leader for all staff who work within their year group.

The Executive Head Teacher and at least one other Trust governor are appointed to carry out the Head Teacher's Performance Appraisal Review. The Head Teacher's objectives will be set by the Governing Body after consultation with the external advisor and will set the right framework and culture for all staff in the school.

The Head Teacher and Deputy Head Teacher will make decisions about appraisers for anyone who does not fall into any of these categories. This judgment is made by deciding who has the best overview of the staff member's work and has the ability to provide support. Where possible, Performance Leaders appraise an equitable number of staff across the school see schools line management structure below

See line management list for 2026-2027

Role of Line Manager (Performance Leader)
Each reviewer will ensure that they:

- Are well prepared for planning and review meetings
- Give the reviewee plenty of notice about the date time and venue for the performance review
- Ensure plans are realistic, manageable and enable a reasonable work/life balance
- Complete planning review statements
- Maintain professional dialogue during the year
- Ensure all evidence is shared with the reviewee
- Play an active part in pay recommendations to the Headteacher
- Be prepared for honest and challenging professional discussion when needed

Role of the Coach

- Each coach will ensure that they:
- Are well prepared for their coaching conversation
- Follow the agreed GROW format
- The coach will take into account the effects of an individual's circumstances, including any disability, when agreeing a focus, and they may be revised if circumstances change.

Role of Reviewee
Each reviewee should ensure that they:

- Complete any paperwork related to the GROW model and their coaching journey
- Are prepared for their line management meetings
- Have reflected on their performance over the past year, including their performance against targets and the professional standards and completed evaluation forms
- Considering how they have made a wider contribution to the school (especially if UPS)
- Are reflective, open and honest and participate actively in the process
- Consider their own aspirations and impact on standards
- Maintain professional dialogue with their reviewee

Support Staff (CAT Range)
During the final line management meetings each line manager /Performance Leader will:

- Clarify expectations including job description and targets
- Challenge and support their reviewees throughout the review cycle
- Make expectations clear
- Discuss appropriate monitoring arrangements and review evidence
- Look at personal impact on raising standards and increasing pupils progress
- Review and discuss self-evaluation of competencies and work
- Review observations and other feedback from stakeholders
- Review personal use of professional opportunities
- Agree any areas of relevant training or development

- Assess performance against agreed expectations
- Discuss and recommend pay progression

Teaching Staff

During the final line management meetings each line manager /Performance Leader will:

- Clarify expectations including job description and targets
- Challenge and support their reviewees throughout the review cycle
- Make expectations clear discuss appropriate monitoring arrangements and review evidence
- Look at personal impact on raising standards and increasing pupils progress
- Review and discuss self-evaluation of competencies, teaching standards and work
- Review observations and other feedback from stake holders
- Review personal use of professional opportunities and agree any areas of relevant training
- Discuss and recommend pay progression
- Assess performance against agreed expectations
- Review wider contribution for UPS staff

Where it becomes clear that a reviewer will be absent for most of the cycle or is unsuitable for professional reasons, the Head Teacher may either perform the duties themselves or delegate the responsibility to a suitable reviewer. In this event the reviewer will have an equivalent or higher status in the staffing structure than the reviewees previous line manager/ Performance Leader. Their cycle will not begin again in the event of a reviewer being changed.

It is the responsibility of both parties to meet at the planned times throughout the year. All staff are expected to contribute positively to the process including involving themselves in discussions about development needs and record any comments on their own performance.

5. The Appraisal period

- **Timing of Reviews- timetabled with the schools CPLD plan for the year**

Term	Week	**Date**		
1	5	September	Performance Appraisal	Review last year's targets and complete process
2	1	November	Co-ppraisal: Planning	Action: Agree and set a single PPD focus and share centrally
3	1	January	Supervision with line manager	General discussions/ progress/ accountability and career development
4	1	February	Co-ppraisal: Review progress	Research/ experiment/ practice/ reflect and review-gather and synthesize research data to support focus
5	1	April	Supervision with line manager	General discussions/ progress/ accountability and career development
	3	May	Co-ppraisal: Review progress	Cycle completed- review process PPPD summary statement written
6	5	July	Co-ppraisal: Complete and reflect	Share of focus findings/ review of process/ impact

- **Monitoring**

Staff will receive observations as part of the schools QA and monitoring cycle.

- **Performance Appraisal Cycle**

  Co-ppraisal- is an ongoing cycle set in the context of our school's plans for development, against local and national initiatives as well as addressing any OFSTED recommendations for the school.

Stage 1: Setting the Focus Within the Coaching Programme

The first stage of the co-ppraisal process involves agreeing a clear focus for professional development through coaching conversations. This focus should be specific, measurable, and aligned with both team and whole-school priorities, with identified actions to support progress throughout the year.

Each member of staff will identify one key focus area that aims to:

Improve their own professional practice.
Contribute to school improvement priorities.
Support the development of their team.
For teachers, enhance teaching and learning and promote exceptional pupil progress.

Staff with leadership responsibilities must be able to demonstrate the impact and effectiveness of their leadership by the end of the appraisal cycle. The appraisal documentation provides opportunities to record evidence and achievements linked to leadership responsibilities.

When agreeing with a focus, coaches will take account of individual circumstances, including any disabilities or changes in personal circumstances. Where agreement cannot be reached, the Headteacher will make the final decision. All agreed focuses should contribute to the school's improvement priorities and the educational outcomes of pupils. The Headteacher's objectives are set by the CEO of Coastal Academies Trust and the Chair of Governors.

Assessment will be based on relevant professional standards:

Teachers will be assessed against the Teachers' Standards.
Staff with leadership responsibilities will be assessed against the school's leadership standards.
Support staff will be assessed against relevant professional or compliance standards.

Prior to the initial coaching meeting, coachees will complete the relevant coaching documentation. This will form the basis of discussion during the first meeting, where the development focus and targets will be agreed. Coachees are responsible for maintaining a record of coaching conversations throughout the cycle.

Professional development opportunities will be identified to support agreed goals, build on strengths, and address areas for development. These may include in-school expertise sharing, visits to other schools, educational networks, or external training courses. Requests for professional development will be considered in line with school improvement priorities, while staff will be encouraged to share their focus areas to promote collaboration and the dissemination of effective practice across the school.

Stage 2: Monitoring Progress

Coachees, coaches and the Line manager/Performance Leader will keep progress under active review throughout the year using a variety if strategies. There are timetabled reviews to record formally progress towards the targets and any other issues. They will discuss any supportive action needed and keep development plans up-to-date. Supportive action could include, for example, discussions with the team leader, support of other colleagues and mentoring. Discussions about the teacher and support staff competencies should also take place during this meeting.

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, via the schools QA programme
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Add any other evidence you use

Stage 3: Reviewing Performance, the final review meeting.

The focus of the coaching review and the impact of the focus on performance will be at the end of the academic year. It will involve:

- A Self Review of the targets that the teacher will complete prior to the meeting
- Recognising strengths and achievements and taking account of factors outside the reviewee's control.
- Recognising personal development needs and exploring the reviewee's use of professional development.
- Recording the outcomes of targets and giving a pay recommendation.
- This process will be a joint two way professional discussion with the emphasis on the reviewee attaining their potential.

The line management review meeting will be in early September to:

- Recording the outcomes of the previous year and giving a pay recommendation.
- This process will be a joint two-way professional discussion with the emphasis on the reviewee attaining their potential.

Support Staff

The line manager/ performance leader will evaluate the reviewee's overall performance, including an assessment of the extent to which the member of staff's performance has developed throughout the year and the staff's contribution to the life of the school. It should take account of the stage the member of staff is at in his or her career. A recommendation for a pay award will then be made to the Headteacher who will, after reviewing the evidence, make a final decision.

The line manager/ performance leader will complete the associated paperwork, recording the main points made at the review and the conclusions reached, including any identified development needs and activities on the review statement. The reviewee can add written comments to this document within 10 days of their annual appraisal review.

Teaching Staff

The line manager/ performance leader will evaluate the reviewee's overall performance, including an assessment of the extent to which targets have been met, the extent the teacher has performed against the eight National Teaching Standards and their contribution to the life of the school during the review period. It should take account of the stage the member of staff is at in his or her career *(please see National Teaching Standards)*.

The line manager/ performance leader will complete the associated paperwork recording the main points made at the review and the conclusions reached, including any identified development needs and activities on the review statement. The reviewee can add written comments to this document within 10 days of their annual appraisal review. A pay recommendation will be made on the paperwork and then this will be presented to and discussed with the Headteacher. The Headteacher will act regarding pay if appropriate.

The Headteacher's Performance Appraisal Review and pay recommendation (if applicable) will be issued to the Headteacher by the Governing Body within 10 days of the review meeting. The Headteacher will then be allowed 10 days to add written comments before returning it to the Governing Body.

6. Links between pay, career stages and Performance Appraisal for teacher/Headteacher

This policy will not be used as a vehicle to address any concerns that are raised about a teachers or a members of staff performance in terms of competencies. If there are any concerns raised, they will be identified via QA and monitoring processes and by line managers at the time that they occur and support through the (capability)policy.

All staff are eligible for pay progression if they:

- Maintain and demonstrate all teachers/ professional standards- monitored through QA

- Engage with this process and regular coaching to demonstrate progress towards their single focus
- Meet and engage with their coach 3 times a year or more frequently if leadership (directed time)
- Engage with coaching training where applicable.

When making a pay decision about a teacher/Head Teacher, the Head Teacher/Governing Body must assess the teacher's/Head Teacher's performance of their role and responsibilities during the appraisal period against;

- the standards applicable and the reviewee's personal targets
- the teacher's/Headteacher's professional development needs and identify any action that should be taken to address these
- where relevant a recommendation related to the teacher's/Head Teacher's pay
- link all decisions to the CAT Pay Policy

Threshold and Upper Threshold Progression

- The use of teacher national expectations (Appendix 5) can be used.
- Up to the Threshold, teachers can expect an annual increment if they are achieving the required standard against their personal targets and The National Teacher Standards
- Threshold – teachers who are on M6 and would like to be considered for movement to the Upper Pay Range should inform the Head Teacher. Evidence from the previous two annual Performance Appraisal Reviews will be used to inform applications by teachers and assessment by Heads. (Please be aware that to achieve the required threshold standards reviewees should be measuring their evidence and performance against Upper Pay Range expectations two years prior to an application)

- All pay performance appraisals should be completed 2 weeks before the end of term 1. The pay recommendations for both teaching and support staff will be moderated by SLT and the pay moderation committee, and the outcomes shared with staff by the end of term 1. The process regarding application for Threshold progression is voluntary. It is the teacher's responsibility to provide *summarised* evidence with recent concrete examples from their day to day work –Unsuccessful applicants will be notified with clear written feedback within 20 working days. The teacher can appeal using the pay appeals procedure. Only one application can be made per year.

- For those staff already on Threshold & Upper Threshold or in the Leadership Group – performance reviews will form the evidence which the school will use to make decisions about awarding specific pay points to eligible teachers/leaders.

- The school will use the Appendix 5: **CRITERIA FOR INCREMENTAL MOVEMENT THOUGH THE MAIN PAY SCALE AND BEYOND THRESHOLD –** for movement beyond the Threshold Standard. Teachers should be able to demonstrate a substantial, sustained contribution to school in addition to the national Threshold Criteria. It is expected that these levels will be maintained and built upon if pay progression takes place.

7. Concerns about a teachers performance- Capability

The Capability Procedure applies only to staff about whose performance there are serious concerns (this can occur during the appraisal reviewing process or at any other time). If during the appraisal reviewing time, the appraisal process would have been unable to address. If the appraiser, after meeting with the reviewee and reviewing the range of evidence provided by them, is not satisfied with progress against The National Teaching Standards and targets set, they will consult with the Headteacher who will decide if the evidence is sufficient towards Capability Procedures. If concerns arise at any other time, the capability policy is used.

In both instances, it would be expected at this point from either reviewer or from SLT/ YGL QA that there was evidence of conversations and informal support actions (email or other paper trail documents) that use the wording "….your performance is causing concern and therefore…..".

The member of staff will be notified in writing by the Headteacher that the appraisal system will no longer apply, and their performance will be managed under the DfE Capability Procedure set out in Appendix 1.

8. Confidentiality

All paperwork relating to the coaching and the pay awards through the line management meetings are personal and confidential. They should be kept in a secure place and only shared on a 'need to know' basis. Copies are held by the line manager/ performance leader, reviewee and a member of SLT responsible for performance appraisal. The principles and provisions of the most recent Data Protection Act should be followed at all times by those who have access to the documents.

9. Access to outcomes

Governors responsible for making decisions regarding pay could request access to documents. A copy of the Head Teacher's review statement will be held by the Chair of Governors. The school will keep review statements for at least three years.

10. Right of Appeal

The Head Teacher will review documentation to ensure quality, consistency and challenge. Any appeal should be deferred until after the moderation process is complete. A member of staff who wishes to appeal about any part of the process should do so in line with the school's Complaints Policy. However, disagreements in the first instance should try and be resolved through discussion between the reviewer and the reviewee involving the SLT performance appraisal lead or Head teacher on an informal basis.

11. Evaluation of the Policy

The Headteacher and Governing Body will review the effectiveness of this policy on an annual basis. As part of our ongoing commitment to the Co-ppraisal Process, they will update and amend the documentation and the process as required, consulting with staff and incorporating any major changes introduced either by the DfE or the school to ensure that the policy is up-to-date and effective in our school.

12. Related documents

Appendix 1	Informal / Formal Capability Procedure
Appendix 2	Detailed Information for the Review and Target Setting Process
Appendix 3	Guidance for the Reviewer
Appendix 4	School templates for recording
Appendix 5	Criteria for moving through the main pay scales and beyond threshold
Appendix 6	Example letters to move through the Threshold
Appendix 7	Example letter to move from UPS1 to UPS2

APPENDIX 1

Informal / Formal Capability Procedure

1. Introduction

Good management with clear expectations and appropriate support will go a long way towards addressing weaknesses in performance. Early identification of problems through performance review and monitoring will help avoid the need for formal procedures.

In many cases sufficient improvement can be achieved through positive intervention and appropriate support within formal discussions. It is therefore important that all reasonable support, including advice, coaching and further training where appropriate should be explored before resorting to the formal procedure. It would be expected that there was evidence of conversations and informal support actions (email or other paper trail documents) that use the wording ".....your performance is causing concern and therefore....."

However, if it is reasonably believed that either the use of the informal discussions is unlikely to have the desired impact on performance and that the employee has already been made aware of the concerns from discussion in the appraisal process or that the level of performance is serious with regard to pupil progress or/and behaviour, then the process can move directly to the formal procedure as set out in paragraph 4 below.

2. Aim and scope of the procedure

The primary aim of this is to assist teachers whose performance is causing concern to attain the standards required. This is essential in the provision of the highest standards of education and care of children/students.

However, this procedure also enables the school to take essential management action, including dismissal within reasonable timescales, in respect of employees whose performance continues to fall short of the required standards.

This procedure does not apply to support staff during probationary periods as any performance (or conduct) concerns should be dealt with as part of the supervision and induction for new staff.

3. Early action to address performance concerns

3.1 Informal standard setting discussion

Reviewers have a responsibility to maintain professional contact and dialogue with their reviewers through the appraisal period, to clarify expectations, discuss performance issues and to provide support including coaching, advice and observation (where relevant) with constructive feedback.

Where the performance of a reviewee continues to give concern and the professional dialogue does not appear to be effective then the discussion should move to a standard setting meeting. There should be evidence of "....your performance is causing concern and therefore...." conversations together with targets or 'ideas for action' at this point and this will inform the next stage of the 'informal meeting'.

This remains an informal part of the procedure although the meeting will be structured and a note of the discussion and outcome will be recorded. The meeting may be conducted by the reviewer or if appropriate the matter may be referred to a more senior member of the Senior Leadership Team or Headteacher.

The employee should be given reasonable notice of the meeting to prepare and to obtain someone suitable to accompany him / her to the meeting if required. The standard setting meeting must address the following issues clearly and fully:

- the areas of performance that are causing concern and the evidence or information that leads to this view
- the expected standards of performance
- an opportunity for the employee to respond or to provide any relevant information relating to the concerns

- timescales in which performance is expected to improve
- clear targets to establish whether the required standards have been achieved
- Ongoing support, advice, guidance, coaching, observation of best practice and appropriate training etc.
- arrangements for the monitoring /assessment of performance
- arrangements for assessment at the end of the review period

It is essential that the employee is made fully aware that the process will move to the formal procedure should performance not improve to the required standard. The employee will be given a copy of the notes of the meeting and this will include a record of the arrangements set out in the above bullet points.

An example of such a discussion using a 7 step approach could be as follows:

1. Name the issue
2. Give examples
3. Describe your emotion
4. Clarify what's at stake
5. Identify your contribution
6. Your wish to resolve
7. Invite them to respond

Plan the Pre-informal capability meeting more than a day in advance.
Ask the colleague if it is OK to read the prepared paragraph so you don't make any mistakes but you've actually memorised it. State: Would you mind if I read you my opening paragraph? Of course, I'll email you a copy of it.

"....I am talking to you today because I'm really worried about your behaviour management of your class. For example, when Claire walked past you classroom yesterday afternoon three children were sitting facing the wall, two more were under tables and another was swinging from the light fitting. I was concerned when a child was spotted running out of the classroom and into the play area and refused to come in (must be concrete evidence). I am concerned about this and if it is not resolved the children in the class won't be learning and other children won't be kept safe. This could then lead to capability. I have sent you out to observe Jane's teaching on two occasions and you have also attended a behaviour management course three weeks ago. We need to resolve this situation today. How would you like to respond?"

Make notes on the proforma and agree a time line – an example can be seen below.

Date: Members of staff present:		
I am talking to you today because I'm really worried about your behaviour management of your class. For example, when Claire walked past you classroom yesterday afternoon three children were sitting facing the wall, two more were under tables and another was swinging from the light fitting. I was concerned when a child was spotted running out of the classroom and into the play area and refused to come in (must be concrete evidence). I am concerned about this and if it is not resolved the children in the class won't be learning and other children won't be kept safe. This could then lead to capability. I have sent you out to observe Jane's teaching on two occasions and you have also attended a behaviour management course three weeks ago. We need to resolve this situation today. How would you like to respond?		
Agreed Targets	Timescale	Achieved/ Not achieved
To reorganize and create a new carpet seating plan	03.07.19	
To allocate the two TAs specific children to support on the carpet	02.07.19	
To implement the school behavior policy	Immediately	
Signed:		

This would be emailed the member of staff the completed document and it provides the paper trail you need.

3.2 Early-stage review

At the end of the informal review period, a meeting to discuss progress will be held with the employee. This meeting will best be conducted by the manager who was involved in the standard setting discussion.

The employee will be informed that either:

- His/her performance has improved to an acceptable standard and there will be no further requirement for monitoring against the standards set. It may, however, be advisable that ad hoc, informal checking continues for a while to ensure that the improved performance is truly embedded, or
- His/her performance has not reached an acceptable standard and it is considered appropriate to move to the formal procedure. This will require a formal capability meeting to be arranged.

4. Formal capability procedure

4.1 Formal capability meeting

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence, the details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a colleague or trade union representative.

The meeting is intended to establish facts. It will be conducted by the Chair of Governors (for Head teacher capability meetings) or the Head teacher (for other staff). The meeting allows the employee to respond to the concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue formally and that it would be more appropriate to continue to address the remaining concerns through the appraisal process or through other informal means. In such cases, the capability procedure will come to an end.

The person conducting the meeting may also adjourn the meeting for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information. In other cases, the meeting will continue.

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

- identify the professional short comings, for example if a teacher is not meeting one or more of the professional standards
- give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made)
- explain any support that will be available to help the teacher improve their performance
- Set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks
- Warn the employee formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning

Notes will be taken of formal meetings and a copy sent to the employee. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

The employee should be provided with a clear, written action plan to confirm the objectives, the support being provided and the arrangements for monitoring and review.

4.2 Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting.

4.3 Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the employees of their right to be accompanied by a workplace colleague or a trade union representative. If the person conducting the meeting is satisfied that the employee has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start.
In other cases:
If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period. If no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final warning will mirror any previous warnings that have been issued.

Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale) may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

4.4 Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start.

If performance remains unsatisfactory and the evidence is that the employee is unlikely to attain the standard expected within a reasonable timescale then a decision, or recommendation to the Governing Body, will be made that the employee should be dismissed or required to cease working at the school. The power to dismiss staff in this school rests with them.

Before the decision to dismiss is made, the school will discuss the matter with the Local Authority.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

4.5 Appeal

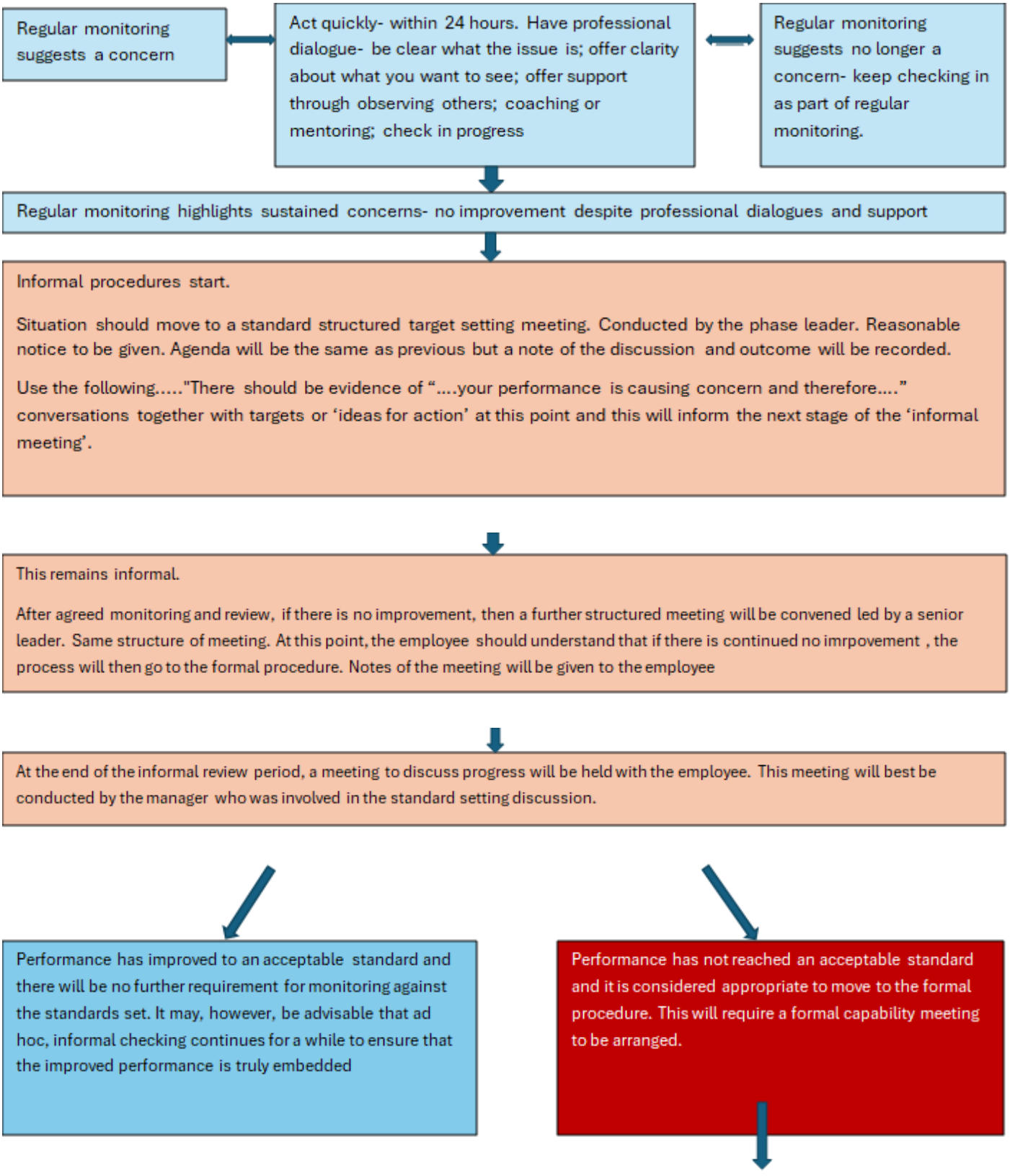
If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal.

Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the employee.

The appeal will be dealt with impartially and, wherever possible, by managers or Governors who have not previously been involved in the case. The employee will be informed in writing of the results of the appeal hearing as soon as possible.

In the event the employee does appeal against a warning, the arrangements, preparations and hearing of the appeal will not interrupt the timescales and / or capability process unless the appeal decision leads to the matter being reconsidered.

Summary of procedures when dealing with poor performance



APPENDIX 2

Detailed Information for the Coaching, Target Setting and Line management process

The Role of the Coach

An effective coach is positive, enthusiastic, supportive, trusting, focused, goal-oriented, observant, and respectful. They create a safe and professional environment where staff can reflect on their practice, explore development opportunities, and identify actions that will improve both individual performance and whole-school outcomes.

Before the Meeting

- Review the professional standards or competencies relevant to your role.
- Reflect on progress against previous targets and appraisal feedback.
- Consider how your work contributes to school improvement priorities.
- Identify areas where further skills, knowledge, or development could enhance your effectiveness.
- Consider any training or professional development that may support your goals.
- Complete the relevant documentation (e.g. GROW model, standards or competency review forms).
- Bring any relevant evidence, data, notes, and your job description to support the discussion

During the Meeting

- Actively participate and reflect on your progress, strengths, and areas for development.
- Discuss progress towards previous targets and agree targets for the coming year.
- Review professional standards, competencies, and any support or adjustments required.
- Identify any training, skills, or knowledge needed to achieve your goals.
- Listen to and discuss feedback openly.
- Agree a personal development plan with clear success criteria and timescales.
- Where appropriate, discuss future career aspirations.
- Review and receive your Total Contribution assessment for the previous year.

Possible questions could include

1. What is the desired outcome?
- What is it you want to achieve? - How realistic is your goal? - How long will it take to reach?
2. Planning the steps required to reach the desired outcome.
- What is the timeline of actions? - Will anyone else need to be involved/made aware? - What are the potential barriers/limitations?
3. Reaching your goal.
- In an ideal world, what would the best outcome be? - How will you/do you know you've been successful? - What will you do once your goal has been reached?

<u>After the Meeting</u>

- Your prepared coaching logs/ documentation to evidence your coaching journey should be updated. along with any appropriate development requirements will be given to the Headteacher. The reviewee may add comments if they wish.

<u>Techniques for effective interactions</u>

Consider the Situation, Task, Action and the Result.

As the reviewer

- Be neutral but encouraging.
- Funnel questions down to get to the specifics.
- Say you are looking for examples.
- Avoid multiple or hypothetical questions.
- Take opportunities to summarise – this clarifies what has / has not been said and understanding it can also help control and give structure to the interview.
- Think about the hard aspects – quality, productivity, time, volume, savings etc and the soft aspects too – innovation, compliance, teamwork, fairness, respect, commitment, customer focus etc.
- Gain agreement by repeating the facts and don't be deflected.
- Avoid leading questions.
- Use open and closed questions appropriately.
- Actively listen, don't interrupt – the appraise should do most of the talking

Coaching for improved performance

It is the Performance Leader's role to generate continuous improvement in team member's performance by:

- Setting objectives
- Assessing performance
- Giving feedback
- Recognising achievement
- Identifying routes for self improvement

Remember, clarity exists when:-

- People can tell you *why* they are doing something
- People make the right choices in the face of competing demands for their attention
- People prioritise their time effectively

APPENDIX 3

Guidance for the Line manager/ Performance Leader

Before the meeting

- Arrange a suitable time and place with the job holder at least 2 weeks in advance.
- Review and reflect on the job holder's performance - note successes and shortfalls against objectives and accountabilities, targets and personal development plan.
- Remind the job holder of their need to prepare for the meeting and its importance and complete self-evaluation forms.
- Consider the individual's performance against our staff, leadership competencies.
- If appropriate, seek feedback from other members of staff etc. but remember sensitive data, e.g. diversity information is subject to data protection requirements. Please see the school office for more information if required. The Performance Leader may need to take into account the fact that an individual may not have declared a disability etc. to another member of staff or the Headteacher (although staff are encouraged to do so) – this could affect Total Contribution Assessment.

During the meeting

- Review achievements against set objectives.
- Ensure there is a two way process of communication in which the job holder shares perceptions of performance strengths and weaknesses.
- Create an environment that allows an open and honest dialogue.
- Ensure a dialogue takes place where agreement is reached on whether the job holder has achieved a level of performance that is above, in line with or below expectations.
- Consider if it is appropriate for any targets to be continued into the next year (see section on target setting guidance)
- Consider the aspects of wider job contribution the individual has demonstrated during the year.
- Consider any reasonable adjustments for the effective performance of the job.
- Complete and sign appropriate documentation.

After the meeting

Ensure records are kept as evidence of how you have managed the performance of your team ~ they may be required for monitoring, validation or in an appeals process. It is good practice and a legal requirement that the process and findings can be demonstrated as non-discriminatory and without detriment to staff from a particular diversity group.
You will both:

- Discuss progress and listen to feedback.
- Review progress towards targets and any issues regarding your careers or work life
- Share your own views on your performance relative to our co-ppraisal competencies.
- Review progress on your area of the School Plan.

Your line manager/ Performance Appraisal Leader will write comments on the appropriate documentation. The Headteacher will review the paperwork and may add comments. Your plan will be given to you for signing, read carefully and speak again to your line manager/ Performance Leader if anything is unclear before signing this document. Keep one copy of each to put in your Personal Portfolio and return one copy of each to your line manager/ Performance Leader and the Headteacher. You need to action your development plan and review personal progress on a regular basis.

Line manager/ Performance Leaders must take an interest in how their reviewees are performing, giving them constructive feedback when work is going well and making it clear when things are not going so well. Your job is to provide the appropriate, timely, consistent and equitable support to help everyone do their job to the best of their ability and reach their full potential. This will require Line manager /Performance Leaders to speak regularly with the staff for which they are

accountable and observe how they perform their tasks as well as looking at the outcomes.

It is vital that staff are encouraged to contribute fully to the process. To do this they must feel that the system is consistent and equitable, and that their contribution is valued.

Feedback on any type of performance should be given when it is observed. However detailed discussion is not always practical; therefore there should be regular informal meetings where the Line manager /performance leader and job holder can discuss progress.

You, in conjunction with the job holder, need to ensure that their job description is up to date and relevant. These are important documents for establishing clarity in their role and assessing achievement. Also consider any career grade or competency framework that applies and any reasonable adjustments which have been discussed.

APPENDIX 4- example of the line management record for class teachers

Academic Year: **Name:** **Role:** **Name of line manager:**

	Meeting 1	Meeting 2
Data Target: **R –** **W –** **M -**		
What is going well in your role? **Progress made so far/ since the last meeting.** **Impact on data target.**		
Which areas of your role/practice need further development?		
What are you focusing on through coaching? **What impact is this having?**		
How can the school further support your wellbeing/work-life balance?		
Ideas for your future career/ professional development		
Any further comments or notes from the line management discussion		

APPENDIX 5

<table>
<tr><th colspan="7">Standard 1</th></tr>
<tr><td rowspan="2"><u>Set high expectations which inspire, motivate and challenge pupils</u>

Establish a safe and stimulating environment for pupils, rooted in mutual respect
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td><td>M1 AND M2</td><td>M3 AND M4</td><td>M5 AND M6</td><td>UPS1</td><td>UPS2</td><td>UPS3</td></tr>
<tr><td>With support/guidance teaching should be at least good by the end of the year</td><td>Independently, at least good teaching and good progress across own class.
Sharing good practice in own subject areas.
Beginning to support others when asked across all areas</td><td>Embedding good practise within own class and starting to have impact across the year group.
Greater awareness of whole school data.
Monitoring, evaluating and supporting others through coaching and mentoring.
At least consistently good and many examples of highly effective teaching, with good or above progress across own class</td><td>Monitoring and evaluating across the whole year group. Developing improved practise at year group level based on research.
Highly effective teaching and good progress across own class.
Good progress in areas of responsibility.</td><td>Monitoring and evaluating across the whole school and across a range of areas.
Developing improved practise at whole school level based on research. Highly effective teaching and good progress across own class.
Good progress in areas of responsibility throughout the school.
Impact is consistent and embedded.</td><td>Further research and development projects carried out which continuously feed into improving practice within the school. Highly effective practitioner showing highly effective teaching and good or above progress with different cohorts of pupils and across all abilities/needs.
High and effective involvement in the leadership and management and direction of the school and its development which is evidenced in data. An extensive level of experience on which to draw, this is continuously used to advise others and inform own practise.</td></tr>
<tr><td colspan="6"><u>The expectations of all teaching staff at Cliftonville Primary and Pre-School, regardless of career stage is to meet this standard in the following ways:</u>
· Act as a role model for pupils demonstrating professionalism and consistent high expectations at all times which support the ethos of the school
· Establish and maintain consistent high expectations of all
· Encourage individual and collective responsibility
· Create a ‘can do’ culture to raise aspiration for all
· Focus on equality and mutual respect
· Foster positive relationships between staff and pupils and peers
<u>The role of staff in achieving this is to:</u>
· Deliver a curriculum which is inclusive and differentiated
· Use a range of flexible and responsive learning styles which promote independent learning
· Encourage collaboration and participation in lessons
· Promote a full range of thinking and life skills which enable pupils to develop into mature and responsible adults
· Provide opportunities for regular differentiated assessment and feedback
<u>We will support staff in achieving this through the provision of:</u>
· a supportive and inclusive working environment
· observation and feedback which is supportive and developmental
· annual performance management and professional review
· individual and collective professional development opportunities
· opportunities to innovate and participate in any aspect of the school’s broader work</td></tr>
</table>

Standard 2						
Promote good progress and outcomes by pupils	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
Be accountable for pupils attainment and progress by outcomes	Keep accurate records of own pupil's attainment. Know the age and progress expectations for own class. Set appropriate targets for end of year attainment with support where needed.	Keep accurate records of own pupil's attainment. Know the age and progress expectations for the primary age range. Set appropriate targets for end of year attainment. Monitor data for any area of responsibility/ class using it to inform areas for development.	Monitor and analyse attainment in own class/ area of responsibility using it to inform areas for development and measuring the impact of any actions on improving progress and attainment.	Data and tracking information is analysed across area of responsibility or year groups and used to inform future actions and interventions	Data and tracking information is analysed across area of responsibility/ whole school and used to inform future actions and interventions. Impact is consistent and embedded in this area.	Appraise and manage other staff through pupil progress meetings, target setting and data analysis. Track, monitor and analyse whole school data in own specific areas of leadership. Have knowledge of the data for all year groups and curriculum areas across the school and use this to effectively inform future actions in the school.
Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these	Use data and regular marking to inform planning and differentiation in daily lessons which takes account of all student's needs. Use data to inform planning through pupil progress meetings with support where needed.	Use data and regular marking methodically to inform planning and differentiation in daily lessons. Utilise a wide range of strategies for differentiation that meets the needs of all abilities and groups. Use data to inform planning through pupil progress meetings	Support others with developing skills and ideas for effective differentiation within own year group.	Lead and develop strategies across the whole year group which develop the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these. Identify groups who need specific intervention and ensure that they are targeted with timely intervention. Monitor marking and data across the year group putting in place support	Lead and develop strategies across the whole school which develops the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these. Identify groups who need specific intervention and ensure that they are targeted with timely intervention. Monitor marking and data across the school putting in place support	Monitor and evaluate use of data and marking to inform planning, research and implement new strategies where appropriate to ensure that there is continuously developing good practice

				or training where necessary.	or training where necessary. Impact is consistent and embedded in this area	
Encourage pupils to take a responsible and conscientious attitude to their own work and study	Use an awareness of age expectations to set targets, challenges and rewards which promote responsible and conscientious work and progress.	Consistently use a variety of techniques which encourage pupils to become responsible and conscientious in their learning enabling them to make good progress.	Share own good practice with colleagues within your year group/ key stage to encourage responsibility and conscientious learning.	Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation be aware of pupils' attitudes to learning across the year group. Research new initiatives and techniques which develop pupils aspiration and independence in learning, where appropriate and share these across the year group.	Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation be aware of pupils' attitudes to learning across the academy. Research new initiatives and techniques which develop student's aspiration and independence in learning. Where appropriate share these across the school. Impact is consistent and embedded in this area.	Research: develop and implement whole school systems to promote responsible and conscientious learning.

Standard 3						
Demonstrate good subject and curriculum knowledge	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
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 good knowledge of the areas they are teaching at the appropriate level for the year group being taught. Through reflective teaching identify misunderstandings and use relevant support to address them. Plan and deliver structured lessons covering the required curriculum content, making or sourcing resources where necessary.	Have a good knowledge and understanding of progression in all subjects taught across the primary range. Investigate and use different approaches to lessons in own class teaching, drawing on a wide range of teaching ideas, resources and literature. With support, observe and monitor work and planning and teaching.	Have a thorough knowledge of curriculum content and coverage across the primary range. Work independently to research and share latest developments in own area of responsibility/ area of interest with colleagues. Observe and monitor work planning and teaching.	Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more area of the curriculum/ year group taking responsibility for staff training and CPD activities to ensure good quality teaching across the year group. Monitor the impact of developments in at least one subject.	Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more area of the curriculum/ across the school taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout the school. Monitor the impact of developments. Impact is consistent and embedded in this area.	Research new curriculum wide initiatives including own ideas and action research in order to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments. Monitor impact of developments and new initiatives.
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Develop reflective practice and enhance own subject knowledge and understanding in phonics drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. Understand and use synthetic phonics at the appropriate level for the age group being taught.	Embed reflective practice.	Support others in their awareness of, development of and/or teaching of synthetic phonics.	Research new developments in the teaching of phonics and early reading and share them with other staff. Track and monitor the impact of teaching of synthetic phonics on reading, if and where appropriate.	Research new developments in the teaching of phonics and early reading and share them with other staff via good quality CPD. Track and monitor the impact of teaching of synthetic phonics on reading, if and where appropriate. Impact is consistent and embedded in this area.	As part of the leadership of the school, ensure that systematic synthetic phonics is taught effectively throughout and that the impact of this teaching is tracked and shared with all staff. Adjusting approaches and supporting CPD as necessary.

If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Develop reflective practice and enhance own subject knowledge and understanding in maths drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. With support of subject leaders, plan, teach and assess maths accurately using appropriate strategies to develop pupils' accurate understanding of mathematical concepts	Teach maths at a consistently good level. Share own good practise with colleagues.	Model highly effective teaching of mathematics and share good practice with colleagues.	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies and share them across the year group/ key stage.	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. Impact is consistent and embedded in this area.	
Standard 4						
Plan and teach well-structured lessons	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
Impart knowledge and develop understanding through effective use of lesson time	Plan and teach a series of structured lessons to at least a good standard, with support and guidance of year group leaders, colleagues or senior leaders where necessary. Reflect on planning and progress and modify teaching in future lessons in light of this.	Plan and teach a series of structured lessons to at least a consistently good standard. Plan daily timetable to maximise use of time throughout the day to ensure learning and progress is continuous. Take part in CPD/ coaching activities to develop stronger teaching skills and develop whole school practice. With support, share good practise in planning and delivery within own subject/ area of interest.	Plan and teach a series of structured lessons showing some highly effective practice. Plan daily timetable to maximise use of time throughout the day, to ensure learning and progress is continuous. Support others through coaching/ mentoring to develop stronger teaching skills and develop good practice. Model good /highly effective teaching for others With support, lead CPD and developments in teaching, delivery within own subject/ year group/ area of	Plan and teach to a highly effective standard. Model highly effective teaching for others in the year group/ key stage. Analyse and monitor impact of teaching across the year group/ key stage and implement any changes needed to improve teaching and learning. Observe and develop other members of staff within your year group/ key stage.	Plan and teach to a highly effective standard. Model highly effective teaching for others. Analyse and monitor impact of teaching across the school and implement any changes needed to improve teaching and learning. Observe and develop other members of staff. Impact is consistent and embedded in this area.	Lead/Contribute to initiatives in the effective development of planning and delivery of lessons and teaching skills across the school.

			interest. Monitor and evaluate impact of any actions implemented. With support, observe and support other members of staff teaching.			
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Set homework in line with school policy. Plan trips visits and activities which extend and consolidate lessons and subjects taught, with guidance	Plan and implement whole year group visits and other activities or interest days, clubs and competitions which enhance an area of the curriculum, with support of other staff where needed.	Independently plan and implement whole school trips and visits and other activities or interest days and competitions which enhance an area of the curriculum in line with whole school development areas			
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Contribute to the development of the curriculum through engagement at meetings and implementation of ideas discussed or required	In own area or responsibility or interest/ year group lead the development of the curriculum, monitoring observing and checking planning. Experiment with new ideas and strategies in the delivery of the curriculum and share these with other staff with the guidance and support of senior leaders or other relevant staff.	Deliver exemplar lessons and share best practice. Monitor the delivery of the curriculum for own area of responsibility/ interest and explore and implement new ideas for the design of the curriculum to increase engagement and learning. Coach/ mentor other staff	Understand the overview of all subjects which make up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across the year group and monitor where appropriate. Research and lead the development of innovation in curriculum design for the year group.	Understand the overview of all subjects which make up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across the school and monitor where appropriate. Research and lead the development of innovation in curriculum design for the school. Impact is consistent and embedded in this area.	

Standard 5						
Adapt teaching to respond to the strengths and needs of all pupils	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Observe and analyse differentiation across the year group/ key stage. Through data analysis identify, monitor and track key groups of pupils in own class. Consistent and effective use of class data and marking to inform appropriate differentiation which uses a range of different methods. Teaching ensures all groups and individuals needs are met within activities and explanations enabling all to make good progress. Clear understanding of a range of needs. Ability to evaluate effects of differentiation and adjust planning accordingly. May draw on support of others for advice.	Observe and analyse differentiation across the year group/key stage. Through data analysis identify, monitor and track key groups of pupils in own class independently. Consistently and effectively using class data and marking to inform appropriate differentiation which uses a range of different methods. Teaching ensures all groups and individuals needs are met within activities and explanations enabling all to make good progress. Clear understanding of a range of needs. Consistently evaluates effects of differentiation and adjusts planning accordingly. Share good practice in differentiation across age range taught and year group,	Observe and analyse differentiation across the year group/key stage. Through data analysis identify, monitor and track key groups of pupils in own class. Research and implement methods to use within class to support key groups and individuals effectively. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils.	Monitor and track the progress of key groups across the year group. Have a good understanding of differentiation across the year group's methods and strengths. Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils.	Monitor and track the progress of key groups across the school. Have a good understanding of differentiation across the school including teachers' methods and strengths. Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils. Impact is consistent and embedded in this area.	Monitor and track progress of key groups across the school. Lead the development of CPD and other initiatives to support the provision for key groups

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.	Identify pupils in own class who are not making age appropriate progress or development and adapt teaching appropriately with support and advice from the SENCo. Year Group Leader or senior leaders. Be aware of key groups of children in own class and use appropriate teaching strategies to engage and support them with the guidance.	Have a developed knowledge of appropriate intervention, strategies and differentiation and use these to meet the needs of vulnerable pupils in own class.. Involve outside agencies if necessary through liaison with the SENCo. Show consistent and effective adaptation of teaching to meet the needs of all groups of learners. Monitor data and results to ensure that strategies used are effective and adapt if necessary. Plan in small steps for specific pupils and advise teaching assistants on the delivery of relevant programmes, monitor results of programmes and adjust with advice if needed to ensure progress. Strategies used are effective in closing the gap.	Have and extensive knowledge of appropriate and effective intervention, strategies and differentiation which are consistently effective in closing the gap between key groups of learners. Strategies are evaluated and good practice is shared with others in the year group.	Support and advise others in suitable methods, interventions and differentiation for all student groups. Evaluate methods used across the year group/key stage to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership. Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL pupils.	Support and advise others in suitable methods, interventions and differentiation for all student groups across the school. Evaluate methods used across the school to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership. Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL pupils. Impact is consistent and embedded in this area.	

Standard 6	
Make accurate and productive use of assessment	
· know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements · make use of formative and summative assessment to secure pupils' progress · use relevant data to monitor progress, set targets, and plan subsequent lessons · give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback according to the school feedback and marking policy	The expectations of all staff in the school, regardless of career stage is to meet this standard in the following ways: · ensure that all pupils, regardless of their starting points make rapid and sustained progress · effectively monitor the progress of pupils in lessons · utilise data to inform planning and delivery · provide challenge, pace and support to encourage pupils to achieve at the highest level create a culture of aspiration in all pupils · use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all pupils The role of staff in achieving this is to: · Utilise data effectively to inform planning, delivery and assessment · Provide a range of assessment opportunities which are inclusive and differentiated · Utilise a range of questioning and discussion techniques which promote learning and progress for all · Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment · Encourage peer assessment and review in lessons · Provide regular feedback both orally and in writing (according to the school feedback and marking policy) · Ensure that all pupils understand how to improve their work and have the opportunity to do so to secure progress · Produce accurate and timely reports as required The school will support staff in achieving this through the provision of: · regular and comprehensive progress and target setting data · observation and feedback which is supportive and developmental with the QA system · work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on pupils' progress and work completion relevant and targeted CPD opportunities at individual, key stage and whole school level according to need

Standard 7						
Manage behaviour effectively to ensure a good and safe learning environment	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
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	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy. Anticipate and plan for potential behaviour management.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy. Anticipate and plan for potential behaviour management. Promote positive behaviour in accordance with school and class rules in own class and throughout the school.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy Anticipate and plan for potential behaviour management scenarios.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy. To contribute to the development and implementation of whole school approach to behaviour management	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy. To contribute to the development and implementation of whole school approaches to behaviour management Impact is consistent and embedded in this area.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy Develop and implement whole school approaches to behaviour management
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom. Start to build a range of behaviour management strategies using praise, rewards and sanctions effectively drawing on the support and guidance of others where needed.	Maintain consistent high expectations of behaviour which promote effective learning in the classroom. Develop a broad range of personal behaviour management strategies which are consistently implemented and use praise sanctions and rewards effectively. Embedding reflective practice facilitates highly effective	Set and model, for others, high expectations of behaviour. Have a well-established range of strategies including praise, sanctions and rewards, consistently implemented which promote good and highly effective behaviour in the classroom. Share good practice in the implementation of a range of behaviour management	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Be able to tailor them to specific needs and develop the skills in others. Establishes highly effective practice in behaviour	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Be able to tailor them to specific needs and develop the skills in others. Establishes highly effective practice in behaviour management is shared	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Support others in the drive to secure good and highly effective behaviour in classes and across the school. Act as a coach and

		behaviour management strategies and confidence in experimentation in a range of different contexts	strategies which promote effective behaviour for learning across the year group.	management is shared across the year group and its impact on pupil's attitudes and learning is monitored and evaluated.	across the school and its impact on pupils' attitudes and learning is monitored and evaluated. Impact is consistent and embedded in this area	mentor to staff who need support and development in this area.
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Manage behaviour effectively in own class to create a classroom environment which promotes positive relationships and engages and motivates pupils.	Manage behaviour effectively to have an established ethos and systems in the classroom which motivate pupils. Approaches ensure that pupils good and highly effective behaviour in the classroom, results in effective learning.	Manage behaviour effectively in own class and throughout the school. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well. A wide range of approaches are used and shared with colleagues. Strategies are developed which take account of individual needs.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well. Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well. Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school. Impact is consistent and embedded in this area.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school.
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Create a classroom environment which promotes positive relationships. Take appropriate measures to ensure behaviour is in line with school expectations, drawing on advice of others.	Establish a rapport with all pupils throughout the school and implement a range of strategies which promote good behaviour and effective learning. Take appropriate measures to ensure positive behaviour at all times.	Positive relationships are embedded and an in depth knowledge of pupils and their needs enables all pupils to participate effectively in learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning. Impact is consistent and embedded in this area.	Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the school. Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the school.

Standard 8						
Fulfil wider professional responsibilities	M1 AND M2	M3 AND M4	M5 AND M6	UPS1	UPS2	UPS3
Make a positive contribution to the wider life and ethos of the school	Participate in whole school events, clubs and activities. Organise own class trips with the support of others.	Participate in or organise extracurricular clubs. Participate in whole school events. Organise own class trips with the support of others.	Instigate, organise or support in the organisation of whole school events which contribute to the wider activities and ethos of the school.	Be part of the organisation of the year group calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences.	Be part of the organisation of the whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the pupil's learning and range of experiences. Impact is consistent and embedded in this area.	Take a lead in the organisation of the whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the pupil's learning and range of experiences. Upholding the principals and ethos of the school at all times.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Participate effectively as a member of a team. Know who to ask for specific advice and support in different areas.	Have on going high quality dialogue with colleagues within the year group/ key stage which contributes to improving practise and provision for pupils, including cascading of own CPD experiences. Where requested, undertake mentoring roles for ITT or NQT.	Support a colleague in leading/ developing a team/key stage /whole school initiative, plan implement and share change with colleagues drawing on support from others if required. Start to collaborate with other professionals beyond the school to improve teaching practices and provision for pupils	Undertake higher level CPD in order to develop an area within the school. Share own school good practice in the Thanet/Kent community.	Undertake higher level CPD in order to develop an area within the school. Share own school good practice in the wider Thanet/Kent community. Impact is consistent and embedded in this area.	Instigate opportunities to collaborate with colleagues across the Coastal Academies Trust. Share best practice resulting from such collaboration.
Deploy support staff effectively	Plan activities for support staff which promote learning and progress. Communicate effectively with support staff to enable them to access and deliver your	Planned use of support staff has a notable impact on the learning of key groups or individual pupils. Good relationships and effective communication exists	Monitor and evaluate the effectiveness of own support staff on the learning of key groups of pupils to ensure that they have a notable impact on the learning of key groups	Timetable/ support the YGL to deploy support staff effectively. Participate in the monitoring and evaluation of the effectiveness of support staff activities	Timetable/ support the YGL to deploy support staff effectively across the year group or key stage. Participate in the monitoring and evaluation of the effectiveness of	Be involved in the performance management and development of support staff

	plans.	within the classroom team	or individual pupils. Guide and monitor support staff in the delivery, recording and tracking of intervention programmes.	on learning and progress.	support staff activities on learning and progress. Impact is consistent and embedded in this area.	
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Undertake appropriate profession development to improve own teaching skills and secure progress in your career. Development areas informed by needs identified in performance management or NQT meetings and in line with the school needs. Developing practice ensures effective professional contribution across the school. Know how and when to seek professional development advice	Take responsibility for cascading up to date knowledge and information from CPD activities across the year group/ key stage. Undertake mentoring role for ITT and NQT if required Embedding practice ensures highly effective professional contribution across the school	Lead and plan curriculum area training independently. Undertake mentoring role for ITT pupils if required. Consistent, highly effective practice leads to developing skills in leadership and management and highly effective professional contribution across the school.	Undertake NQT induction process. Act as a reviewer in the school's performance management system (YGL). Undertake coaching as a developmental activity to support a member of staff who is underperforming. Established highly effective practice ensures highly effective leadership and management and highly effective professional contribution across the school and beyond.	Undertake NQT induction process. Act as a reviewer in the school's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming. Established highly effective practice ensures highly effective leadership and management and highly effective professional contribution across the academy and beyond. Impact is consistent and embedded in this area.	Lead/contribute to and facilitate professional development events across the school/ Coastal Academies Trust. Act as reviewer in the school's performance management system. Act as a lead professional in the coaching and mentoring of colleagues across the school. Consistent, highly effective practice in leadership and management ensures highly effective leadership management and professional contribution across the school and beyond.
Communicate effectively with parents with regard to pupils' achievements and wellbeing.	Start to build professional relationships with own class student's parents, through parents evenings and reports.	Communicate confidently with parents of own class pupils in informal and formal situations.	Communicate confidently with parents of own class pupils in informal and formal situations.	Lead and document meetings supporting other class teachers in discussions with parents in your year group.	Lead and document meetings supporting other class teachers in discussions with parents in your year group. Impact is consistent and embedded in this area.	Have a high profile with parents in the school and deal with issues that arise.

APPENDIX 6

Name
Address

Date

Headteacher
Cliftonville Primary School
Northumberland Avenue
Margate
Kent
CT9 3LY

Dear …….

I am writing to submit my application to be considered for threshold. I am entering my……. year of teaching and feel confident that I meet all the necessary requirements of this position.

Performance management:

- Consistently met targets set over the past two years. This is evidenced in my past two year's performance appraisals. (You may wish to show the targets at compare them to what was achieved).
- Consistently meeting the teaching, personal and professional standards as seen in performance appraisals.

Lesson observations:

- Lesson observations since and including NQT year being consistently graded as good or outstanding.

Levels of progress:

- Consistently good or outstanding progress data. In many cases children have made accelerated progress – especially when working in Year 6, allowing the children in my groups to be in line with the National average.

Wider contributions to the school:

I feel I have made a substantial and sustained contribution to the school as a whole and have had an impact on the children outside my class in the following ways:

- AR leader for the past 4 years, including target setting; analysing data to inform interventions; termly celebration assemblies for the year group and training and supporting staff and parents with this scheme.
- Trained new AR leaders and acted as a 'go to' person for advice.
- Developed responsibility for leading reading in the year group further by planning, preparing and delivering training sessions for parents to become volunteer readers in own year group and others, as well as sharing resources for other colleagues to use.
- Acted as a deputy for Year Group Leader when unavailable (In Year 5 and Year 6).
- Led several Year Group and KS2 assemblies.

- Taken on responsibility last year for a project on higher ability writers – attended training, fed back to other top set colleagues and set up and completed action plan for the year group.
- Taken on a role of mentoring students even before I had CCCU training and dealt successfully with issuing an area for concern and providing support to allow the student to make progress.
- Organised and led 'Activity Week' for Year 6 pupils on consecutive years.
- Organised and directed the KS2 production on consecutive years.
- Attended writing moderations on behalf of colleagues on consecutive years.
- Year Group Leader status achieved.

Professional Development:

- Voluntary in-house middle leader training
- Student Mentor Training
- Talk for Writing and Formative Assessment Training
- Provision Mapping (Data) Session
- PiXL Maths Introduction
- PiXL Literacy Introduction
- KS2 Writing Moderation
- KS2 Update SATs Training
- Inference Training
- Child Protection Training
- Currently completing the NPQML

In conclusion, I am committed both to Cliftonville Primary and Pre-School and continuing to pursue my professional development. I feel that I have and will continue to contribute positively to the school. I also feel that I am exceeding the teaching standards and meeting all the required criteria of going through threshold.

Therefore, in light of this, I would like to be considered for the Upper Pay Scale.
Thank you for your time and consideration.

Yours Sincerely

Name
Address

Date

Head Teacher
Cliftonville Primary School
Northumberland Avenue
Margate
Kent
CT9 3LY

Dear ……..

I am writing to submit my application to be considered to go through threshold as I feel confident that I meet all the necessary requirements for this position.

Performance management:

- Consistently met targets set.

  In the year 2018-2019, the year X reading target was 62%. My set achieved 63%. The writing target was 63% and my set achieved 67%. The maths target was 65% and my set achieved 70%. These targets were achieved through quality first teaching and accurate assessment, ensuring that interventions were quickly implemented. In the year 2019-2020 due to COVID 19, teacher assessment was used and results were broadly in line with the targets set.

- Consistently meeting the teaching, personal and professional standards, raising standards in the quality of education across the curriculum. (You may choose to give 2 or 3 examples here).

Lesson observations:

- I have been observed both formally and informally across a range of subjects by professionals in a variety of roles (including SLT, YGLs and OFSTED). Lesson observations have consistently met the OFSTED criteria for being graded as good or outstanding. I have consistently been praised for my inclusivity, levels of differentiation and the progress the children make throughout the lessons, especially in maths.

Progress:

- Progress data is consistently good or outstanding. Many children have made accelerated progress and this has been particularly evident with children who have been considered hard to reach and with whom relationships have needed to be quickly formed, allowing them to settle quickly and be receptive to learning. I also have strong behaviour management skills which have had a positive impact on progress.

My impact across the year group:

For the past two years, I have undertaken the role of year group Reading Ambassador. I have attended a 2 day training course on developing reading in Key Stage 1 and disseminated the key information across the year group in several year group training sessions. I have created a range of resources for the children to access on a weekly basis. I have organised for a local children's author to come into the year group to work with the children to develop their love of reading and have undertaken some informal lesson observations and pupil conferencing to

ascertain the impact of my actions. Teachers have reported that they feel well supported and have found the resources easy to use. Children have told me they enjoy reading have been inspired by the weekly reading challenges I have been setting.

Wider contribution to the school:

I feel I have made a substantial and sustained contribution to the school as a whole and have had an impact on the children outside my class in the following ways:

- Mentored an NQT effectively, providing support and raising concerns quickly.
- Effectively mentored a School Direct student who has since been employed by another local school.
- Year 3 Maths Reasoning Project: led a year group project to develop maths reasoning skills. This involved undertaking training, providing support to the year group team and preparing and presenting the project to parents.
- Attended EY and KS1 writing moderations over 4 years and supported colleagues in preparation for this including checking proposed books to ensure accuracy and an efficient final moderation process.
- Achieved status as Year Group Leader.
- Supported an underperforming colleague as a mentor who has since gone on to deliver good and outstanding lessons
- Lead several KS1 assemblies as required.
- Presented Cliftonville shorts in staff meetings for the Year 3 Maths Reasoning Project and for the Phonics Workshop attended at the English Hub.

Professional Development:

- Voluntary in-house middle leader training
- NQT mentor training
- School Direct mentor training
- Currently completing the NPQML
- Talk for Writing training
- Maths Mastery training
- Phonics Workshop with the English Hub
- Deep Dive into Reading training with the English Hub (webinar)
- Closing the Reading Gap with Alex Quigley (webinar)
- Bug Club phonics (webinar)
- Using Fairy Tales to support writing (webinar)

I believe I continue to positively demonstrate my commitment to Cliftonville Primary and Pre- School. I feel that I am meeting all the teaching standards and that I consistently demonstrate extremely high standards of personal and professional conduct. In light of this, I would be grateful if you would consider me for the Upper Pay Scale.

Thank you for your time and consideration.

Yours sincerely

APPENDIX 7

Name
Address

Date

Headteacher
Cliftonville Primary School
Northumberland Avenue
Margate
Kent
CT9 3LY

Dear …….

I am writing to submit my application to be considered for moving from UPS1 to UPS2. I am entering my …….. year of teaching and feel confident that I meet all the necessary requirements of this position.

Performance management:

- Consistently met both my class teaching targets and those set as part of my leadership of reading across the school over the past two years. This is evidenced in my past two year's performance appraisals. (You should show the targets and compare them to what was achieved).
- Consistently meeting the teaching, personal and professional standards as seen in performance appraisals.

Lesson observations:

- Lesson observations have been consistently graded as good or outstanding. A couple of my key strengths highlighted by SLT have been my high expectations, the good progress made by all members of my class, the inclusivity and behaviour management in my classroom.

Levels of progress:

- Consistently good or outstanding progress data. In many cases children have made accelerated progress – especially when working in Year 6, allowing the children in my groups to be in line with the National average.
- My leadership of reading across the school has ensured that despite a low point of entry in year R, by the time the children are leaving school, they are secondary ready with 75% children achieving the Expected + level.

Impact across the school:

I was appointed Leader of Reading just over two years ago. In that time, I have undertaken a number of activities to ensure that reading is now at the heart of the curriculum and embedded in everything we do at Cliftonville. I have:

- Analysed the impact of reading interventions
- Analysed the progress data using PIRA, AR and benchmarking tests

- Conducted lesson observations to ensure the impact of the changes we have made are consistent and embedded. I have provided feedback to teachers and supporting adults.

- I have redeveloped the guided/ shared and whole class reading cycle to ensure there is time for everything in the school day.

- I have attended several training courses and disseminated this information at CPD sessions to all staff. I have also invited staff members into my class to see me modelling how to teach early reading.

- I have conducted a reading resources audit across the school and filled gaps with new resources.

The impact of my actions are clear in the reading results at the end of Key Stage 2.

Wider contributions to the school:

I feel I have made a substantial and sustained contribution to the school as a whole and have had an impact on the children outside my class in the following ways:

- AR leader for the past 4 years, including target setting; analysing data to inform interventions; termly celebration assemblies for the year group and training and supporting staff and parents with this scheme.
- Trained new AR leaders and acted as a 'go to' person for advice.
- Developed responsibility for leading reading in the year group further by planning, preparing and delivering training sessions for parents to become volunteer readers in own year group and others, as well as sharing resources for other colleagues to use.
- Acted as a deputy for Year Group Leader when unavailable (In Year 5 and Year 6).
- Led several Year Group and KS2 assemblies.
- Taken on responsibility last year for a project on higher ability writers – attended training, fed back to other top set colleagues and set up and completed action plan for the year group.
- Taken on a role of mentoring students even before I had CCCU training and dealt successfully with issuing an area for concern and providing support to allow the student to make progress.
- Organised and led 'Activity Week' for Year 6 pupils on consecutive years.
- Organised and directed the KS2 production on consecutive years.
- Attended writing moderations on behalf of colleagues on consecutive years.
- Year Group Leader status achieved.

Professional Development:

- Voluntary in-house middle leader training
- Student Mentor Training
- Talk for Writing and Formative Assessment Training
- Provision Mapping (Data) Session
- PiXL Maths Introduction
- PiXL Literacy Introduction
- KS2 Writing Moderation
- KS2 Update SATs Training
- Inference Training
- Child Protection Training
- I have completed my NPQML

In conclusion, I am committed both to Cliftonville Primary and Pre-School and continuing to pursue my

professional development. I feel that I have and will continue to contribute positively to the school. I also feel that I am exceeding the teaching standards and meeting all the required criteria of going through threshold.

Therefore, in light of this, I would like to be considered moving from UPS1 to UPS2.
Thank you for your time and consideration.

Yours Sincerely

Appendix 8

GROW Coaching Model Template

Goal What do you want to accomplish? How will you know when it is achieved?	
Reality What's happening now in terms of the goal? How far am I away from the goal?	
Obstacles What is standing in the way – Me? Other people? Lack of skills, knowledge, expertise? Physical environment? **Options** What options do I have to resolve the issues or obstacles?	
Way Forward/Will Which option will I commit to?	

GROW Coaching Model Worksheet and Notes

Goal What do you want to accomplish? How will you know when it is achieved? **Sample Questions –** What is the aim of this discussion? What do you want to achieve long term? What does success look like? How much personal control or influence do you have over your goal? What would be a milestone on the way? By when do you want to achieve it? Is that positive, challenging and attainable? How will you measure it?	What do you want to accomplish? How will you know when it is achieved? Distinguish between end and performance goals. End goals are the final objective while performance goals identify the level that you believe will provide you with the best chance of achieving the end goal. Individual needs to feel ownership for the goal. The value of choice and responsibility in terms of self-motivation should never be underestimated. Goals must be agreed on between all the parties involved.
Reality What's happening now in terms of the goal? How far am I away from the goal? **Sample Questions –** What is happening right now? Only focus on fact, what is really happening at the moment. (WHAT, WHEN, WHERE, HOW MUCH, HOW OFTEN) Who is directly and indirectly involved? If things are not going well with this issue, who else gets drawn in? If things are not going well, what happens to you? What about others involved, what happens to them? What have you done about this so far? With what results? How often have you tried? What is missing in this situation?	Goals can't be established until the current situation is known and understood. Potential misperceptions of both the coach and the coachee. As a coach you must work to detach yourself from the goal. A coach follows the interest or chain of thought of the coachee, while at the same time monitoring how that relates to the subject as a whole. Following the coachee's train of thought rather than asserting his own, the coach gains the coachee's confidence and trust. What is holding you back from finding a way forward?
Obstacles What is standing in the way?	Both coach and coachee should understand how the obstacle/s is/are stopping the individual from going straight from where they are to where they want to be. Check for obstacles in four areas: (1) the person themselves, (2) caused by other people, (3) a lack of skills, knowledge or experience, (4) caused by the physical environment. A coach needs to understand how obstacles are obstructing the coachee from their goal.

Options What options do I have to resolve the issues or obstacles? **Sample Questions:** What options do you have for steps to resolve this issue? What else might you do? What would someone who handles this kind of issue really do well? What if you had more time for this issue, what might you try? What if you had less time? What might that force you to try? Imagine that you had more energy and confidence, what could you try then? What if somebody said: "Money no object"? What might you try then? If you had total power, what might you try then? What if you could start again? If the constraints you identified earlier were removed - what could you do then? What should you do? Would you like another suggestion? What are the costs and benefits of each of these ideas?	Purpose is not to find the right answer but to create and list as many alternative courses of action as possible. Quantity is more important than quality at this point. If preferences, censorship, ridicule, obstacles, or the need for completeness are expressed during the collection process, potentially valuable contributions will be missed and the choices will be limited. Coach does all he/she can to draw these options from the coachee or from the team he is coaching/managing. When does the coach add input – once the coachee has exhausted all possibilities, the coach may simply say, "I have another couple of options." Reviewing the options can lead to additional options
Way Forward/Will Which option will I commit to? **Other sample questions-** "When are you going to do it?" "Will this action meet your goal?" "What obstacles might you meet along the way?" "Who needs to know?" "What support do you need" "How and when are you going to get that support?" "What other considerations do you have?"	Purpose is to convert a discussion into a decision. "What are you going to do?" Not, "What are you thinking of doing?' or "Which of these do you prefer?"

Appendix 9

https://assets.publishing.service.gov.uk/media/5a750668ed915d3c7d529cad/Teachers_standard_information.pdf

https://neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf