



ALTERNATIVE PROVISION

Performance Management Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Introduction

This policy and procedure are commended to academies and other schools which have freedom to develop their own policy and procedure, although such schools which wish to adopt this policy and procedure are advised to take this through their own negotiation/ consultation framework. [RAISE-AP](#), though not bound to the policies and procedures that have been consulted upon with Hampshire maintained schools, follow their recommendations.

This procedure does not form part of any employee's contractual terms and conditions. Any links within this document to other documents are for ease of use and do not form part of this procedure.

[RAISE-AP](#) will ensure that employees clearly understand the ethos of the provision and that performance management arrangements are in place to support employees to achieve their individual and provision aspirations. It should be recognised that there is a collective responsibility to achieve these goals.

Purpose

This document sets out the framework for a clear and consistent assessment of the overall performance of employees. This includes the Head of Provision, and for supporting their development within the context of the provision's plan for improving educational provision and performance, and the standards expected of teachers and other staff.

It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

Application

The Performance Management Policy is for all employees working within [RAISE-AP](#), with the exception of those employees on contracts of less than one term, those undergoing formal induction (i.e. ECTs), and those who are subject to the Capability Policy.

Principles

Performance management in this provision will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional practice and to develop in their careers.

The process of setting and reviewing performance objectives for staff in the provision is an integral part of the provision's overall approach to improvement and development. Performance objectives will be written in such a way that they complement and link to the targets expressed in the development plan.

It is important to recognise that the objectives set for any member of staff will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in the job, including an assessment against any relevant standards/accountabilities.

There is no correct number of objectives to set for any member of staff. The number will depend on the role they undertake, the relevant priorities for that person at that time and the nature and complexity of each objective set.

The process of performance management will be carried out in accordance with this policy, which is underpinned by the statutory regulations for teachers and local agreements for support staff.

Performance management will be carried out in such a way to ensure consistency of treatment and fairness.

RAISE-AP educational directors and the Head of Provision will monitor the operation and effectiveness of the provision's performance management arrangements.

The performance management process will be treated with confidentiality. Normally only the reviewer, reviewee and the Head of Provision will have access to performance management information and documentation relating to the reviewee. However, to enable moderation of objectives and assessments to take place, paperwork may be shared with members of the Senior Leadership Team in accordance with the provision's Pay Policy.

The **RAISE-AP** educational directors and Head of Provision will ensure that all written performance management records are retained securely for six years and then destroyed.

Where an employee's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the provision's Absence Policy. This is likely to lead to a referral to Occupational Health in order to assess the employee's fitness for work.

When assessing an employee through the performance management process, factors such as any periods of ill health, or maternity leave, will be taken into account as this may affect an employee's ability to meet their objectives.

The audio or video recording of any meetings held under this procedure is not normally permitted. Where an employee is unable to take his or her own notes of a meeting due to a physical, sensory or mental impairment, it is expected that the employee's representative will take notes on their behalf and/or alternative options will be considered to remove any potential disadvantage that an employee may have.

Only in exceptional cases may an employee request an audio or video recording of the meeting as an alternative. In such cases, consideration will be given as to whether recording the meeting is appropriate in all the circumstances, including an assessment of whether other options have been considered as above.

Performance Management Cycle

The performance management cycle for the Head of Provision and all teachers will run for twelve months, with the end of year review being completed by October for teachers, and by December for the Head of Provision, in reference to the previous academic year.

The performance management cycle for support staff will run for twelve months with the end of year review being completed by December, in reference to the previous academic year. Employees who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

The performance management cycle will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of October each year (December for the Head of Provision) and is informed by the performance management cycle concluding at the end of the previous academic year (31 August).

In the case of support staff who are performance managed via the Individual Performance Planning (IPP) process, the end of year review will be completed by December in order for decisions about pay to be made, effective from 1st April each year.

Appointing Reviewers

The Head of Provision's performance will be reviewed by the [RAISE-AP](#) educational directors. In this provision the task of reviewing the Head of Provision, including the setting of objectives, will be delegated to the [RAISE-AP](#) educational directors.

The Head of Provision will decide who will review the performance of other teachers and support staff, however this will normally be the employee's line manager. The Head of Provision will determine whether the reviewer also makes a recommendation about pay progression, in accordance with the provision's Pay Policy. The Head of Provision has the discretion to delegate the review process to other employees who will normally be line managers.

Reviewers will have the necessary knowledge and training in order to undertake this role.

Where performance concerns arise, the Head of Provision may re-delegate the reviewer role to a senior manager or undertake the role of reviewer themselves.

Setting Objectives

The Head of Provision's objectives will be set by the [RAISE-AP](#) educational directors after consultation with the external adviser. At least one of the targets for the Head of Provision will relate to outcomes for students.

Objectives for each employee will be set before, or as soon as practicable after, the start of each performance management cycle. In setting objectives, reviewers will have regard to what can reasonably be expected given the employee's role and level of experience, as communicated in the provision's Pay Policy.

The level of expectation of an employee's performance must also be communicated at the outset of the performance management cycle. For example, where the provision has been explicit that to achieve their improvement plans teaching needs to be good or above, this expectation must be clearly communicated to all staff through the provision's ratings of performance as defined in the provision's Pay Policy.

The objectives set for each teacher will, if achieved, contribute to the provision's plans for improving educational provision and performance and improving the education of students at [RAISE-AP](#), and will take into account the outcomes for students. Objectives will also take into account the professional aspirations of the employee.

Objective setting will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

Before, or as soon as practicable after, the start of each performance management cycle, each teacher will be informed of the standards, objectives and success criteria against which their performance in that performance management cycle will be assessed. In addition, the reviewer and reviewee will agree the reviewee's development plan for that year.

Before, or as soon as practicable after, the start of each performance management cycle, each member of support staff will be informed of the key accountabilities against which their performance in that performance management cycle will be assessed, for example those contained within the role profile applicable to that employee. In addition, the reviewer and reviewee will agree the reviewee's development plan for that year.

Performance Management documentation can be found in the appendices of this policy.

Reviewing Performance

Evidence

A number of methods will be used in order to obtain evidence by which to assess an employee's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

Observation

RAISE-AP believes that observation of classroom practice and other responsibilities is important both as a way of assessing the performance of classroom-based employees in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. Therefore, feedback from lesson observations will be developmental and not simply a judgement. All observation will be carried out in a supportive manner.

In this provision classroom-based employees' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the provision at that time. Classroom observation of teachers will normally be carried out by those with QTS. In addition to formal observation, the Head of Provision or other leaders with responsibility for standards in the classroom may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established

and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances.

Observations are a snapshot in time and reviewers will use the information gathered from these alongside other types of evidence to make judgements about performance.

As soon as practicable after an observation and within 7 working days, verbal feedback will be given to the employee. This will be followed up with written feedback within 14 working days of the observation taking place. Where it is not reasonably practicable to provide feedback within these timescales, feedback will be provided at the earliest opportunity thereafter.

Teachers (including the Head of Provision) who have responsibilities outside the classroom, and support staff who are not classroom-based, will also have their performance of those responsibilities observed and assessed.

Observations undertaken by Ofsted inspectors or as a result of local authority monitoring will not, in themselves, be used for performance management purposes. However, these observations may highlight the need for the provision to undertake separate observations for performance management purposes, for example if a lesson is rated as inadequate by Ofsted. Observations undertaken by a local authority officer may be used in performance management where this has been planned and communicated to all parties in advance.

Student Progress and Attainment

Rates of student progress and levels of attainment as pertinent to the teacher’s role will be used in assessing a teacher’s performance against the Teachers’ Standards and, where relevant, against objectives.

Where support staff are providing support to groups or individual students, the progress and attainment of those students may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

Work Sampling

Work sampling may be used in assessing teacher performance against the standards for the role, and where relevant, against objectives.

Other Evidence

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role. Examples of such evidence may include (but are not limited to):

Teachers

- Short, medium and long-term planning.
- Effective deployment and management of classroom-based support staff.

The Head of Provision

- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews.
- Other performance data (for example from DfE).

Support Staff

- A sample of written correspondence produced (administrative staff). A sample of budget correspondence (finance staff).
- A sample of health and safety monitoring (site staff).
- Examples of displays and resources prepared (classroom-based support staff).
- It may also be appropriate to consider evidence such as feedback from colleagues, including peers, and for line managers, their staff.

Feedback

5Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support.

Where there are concerns about any aspects of an employee's performance, this will be managed in accordance with this policy.

Annual Assessment

Every employee's performance will be formally assessed in each performance management cycle. In assessing the performance of the Head of Provision, the **RAISE-AP** educational directors will consult the external adviser.

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

An employee will receive a written performance management statement as soon as practicable following the end of each performance management cycle. The employee will have the opportunity to comment on this. Teachers will receive their written performance management statement by 31 October (31 December for the Head of Provision). Support staff will receive their performance management statement by 31 November. The performance management statement will include:

- An assessment of the employee's performance of their role and responsibilities against their objectives in the last performance management cycle;
- An assessment of the employee's performance of their role and responsibilities against the standards/accountabilities for their role in the last performance management cycle;
- Summary of the evidence considered to support the decisions made;
- A recommendation on pay based on performance in the last performance management year (where staff are eligible for progression).

The employee will also receive a new performance management statement for the new performance management cycle. This will include:

Details of the employee's objectives for the new performance management cycle;

- Details of the standards/accountabilities to apply in the new performance management cycle;
- An assessment of the employee's current training and development needs and identification of any action that should be taken to address them in the new performance management cycle;
- An indication of when monitoring will take place.

The assessment of performance against the objectives and standards will inform the planning process and training and development needs for the next performance management cycle.

All staff and reviewers are encouraged to also use performance management meetings to discuss other matters pertinent to their employment.

With the exception of the Head of Provision pay recommendation, all pay recommendations arising out of the performance management process must be approved by the Head of Provision before being shared with the individual member of staff to whom the recommendation relates and before being referred to the [RAISE-AP](#) educational directors.

Pay progression for all staff will be as set out in the provision's Pay Policy.

Moderation of Performance Management Statements

The Head of Provision will take responsibility, where the reviewer role has been delegated, for ensuring there is an appropriate system in place to moderate performance management statements and pay recommendations, to ensure consistency and equality of treatment.

Performance Concerns

The majority of employees are competent in their role for the majority of the time. On occasions, however, an individual's performance can be deemed to be below accepted standards and support is needed to help them re-attain and sustain the required level of performance.

Concerns about performance will be addressed at the time they are identified and not left to the employee's next performance management meeting. This will assist the employee to recognise issues at an early stage.

Performance concerns may be identified by the reviewer or by a Senior Manager/Head of Provision. Where a concern is identified that is likely to require informal managerial support, the Head of Provision may re-delegate the reviewer role to a senior manager or undertake the role themselves. A reviewer must notify the Head of Provision where they identify performance concerns and agree with the Head of Provision how to proceed.

Concerns about the performance of the Head of Provision may be identified by an individual or combination of sources. Where a concern is identified the [RAISE-AP](#) educational directors should be notified. The [RAISE-AP](#) educational directors will review the evidence available to determine how to proceed.

Where it is necessary to take forward a performance concern in respect of the Head of Provision, this will be undertaken by the [RAISE-AP](#) educational directors.

When raising performance concerns with an individual, the Head of Provision/Senior Manager will take into account any factors which may be having an impact on the employee's ability to perform their duties. However, such factors in themselves do not negate the need to address performance concerns.

Whilst there are no formal rights of representation at this stage, employees are encouraged to contact their professional association or trade union representative for advice and support.

Identifying when performance is below accepted standards

The Head of Provision/Senior Manager may consider a member of staff to be underperforming where:

- The standard of performance falls below that which is required to meet or make progress towards a specific performance management target; and/or
- The standard of performance falls below that which is required to meet the expectations of a particular role in their provision; and/or
- The performance falls below the relevant standards/accountabilities for the role; and/or
- The overall school performance falls below that which is required (in the case of the Head of Provision).

If the Head of Provision/Senior Manager has evidence to show that an employee is no longer meeting the expectations of their role, these concerns will be addressed with the individual promptly.

Where the provision has clearly communicated a level of expectation, the Head of Provision and senior managers may consider a member of staff to be underperforming if they are not reaching this level of expectation.

Determining possible initial courses of action

Depending on the severity of the underperformance, the Head of Provision/Senior Manager need to take a view as to the proportionate response. This may include:

- An early conversation to confirm the expected standards of the role;
- Coaching/mentoring support;
- Informal managerial support;
- Consideration of application of the formal stages of the Capability Policy (exceptional circumstances or concerns).

An early conversation and coaching/mentoring support will only be used on their own to support low level or early-stage concerns where these may be an effective measure. Where the performance concern is more significant or continues, informal managerial support will normally be put in place.

Informal managerial support

Detailed information on informal managerial support is given in the Capability Policy.

Where a performance concern has been identified that requires additional support, a discussion will be held between the Head of Provision/Senior Manager and the employee. The outcome of the meeting will be to identify what steps will be taken to assist the employee to improve their performance and move to the required standard.

If the employee is not making the necessary progress towards the required improvement, the employee will be informed that failure to achieve this may lead to the formal stages of the Capability Policy being applied and that there may be an impact on their pay progression. The Head of Provision/Senior Manager will make a judgement about when to communicate this given that it may not be appropriate to do so during the first discussion. However, if a move to the formal stages is a likely outcome, the potential for this must be communicated to the member of staff in good time. It must be recorded in writing that the employee has been informed of the potential consequences should their performance not meet the required standard. If the necessary improvement is then not achieved within the agreed timescales, the Head of Provision/Senior Manager will need to consider use of the formal stages of the Capability Policy.

Where the employee has initially made the required improvement but this performance has not been sustained independently over a six month period, the Head of Provision/Senior Manager will need to consider use of the formal stages of the Capability Policy.

By-passing informal managerial support

In line with the Capability Policy, in most circumstances informal managerial support programme will be put in place prior to a formal stage being used. However, the Head of Provision/Senior Manager may determine after taking advice from Education Personnel Services that it is appropriate to move straight to the formal stages of the Capability Policy, in exceptional circumstances, for example:

- The employee's performance is putting the health and safety of students and/or staff at risk;
- The employee's performance is putting the education of students in serious jeopardy;
- The employee's performance has not been sustained independently for 6 months at an accepted level following an earlier managerial support programme.

Transition to the formal stages of the Capability Policy

At any time during provision of informal managerial support, the Head of Provision/Senior Manager may consider that the performance concerns justify use of the formal stages of the Capability Policy. The Head of Provision/Senior Manager will have specific regard to:

- The nature and severity of the underperformance;
- The impact on students and colleagues both in the short and longer term; the likely and required timescale for improvements to be made;
- The engagement of the employee in the programme.

In a typical case, if an informal managerial support programme has been in place and the issues have not partially or fully resolved after a period between four provision weeks and half a term then it would be appropriate to consider moving onto the formal stages of the Capability Policy. However, when determining how long to allow before moving onto the formal stages, the Head of Provision/Senior Manager will give consideration to the circumstances of the case.

To move to formal stages of the Capability Policy the Head of Provision/Senior Manager will follow the process outlined in the Capability Policy, inviting the employee to attend a

formal meeting where all the relevant information will be considered and a decision made about next steps. Should the formal stages of the Capability Policy commence, performance management will be suspended.

Raise Values

Our **RAISE-AP** values (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Performance Management policy.

Appendix I – Admin Performance Management

Name:

Role:

Line Manager:

The Admin performance management document is a live, working document, which should be present during each half-termly meeting. It should be added to and monitored through the course of the year and is then presented as part of the appraisal process alongside our continuous professional development and learning (CPDL).

Admin are required to have three objectives through the course of the year, linked to three key strands: how the Admin will **develop and support part of the provision wide development plan**, how the Admin will **reflect upon and develop their own practice within their subject area**, and a **key professional target** of the Admin's own choosing for the year ahead. There should also be **evidence of the Admin standards being met** throughout these three strands.

Key areas of the school development plan

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- Curriculum and quality first teaching alongside assessment tracking.
- SMART targets.
- Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- Attendance, EBSA and EBSNA strategies
- IBPs with targets, support and rewards.
- Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- Student voice and culture of inclusivity and belonging to **RAISE-AP** with values-driven, respectful and included students.
- Promotion of mental health and wellbeing for engaging positive starts to the day.
- A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- Visible communication with our community and learning beyond the provision drive.
- Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

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Area 1 – Linked to SDP

Objective:

Comments:

Area 2 – Within Admin Area

Objective:

Comments:

Area 3 – Professional Target

Objective:

Comments:

Training and Development

Focus:

Action:

Support:

Timescale:

Admin Professional Standards



Professional Conduct and Ethics

Demonstrates professionalism, integrity, and confidentiality in all aspects of work.

Examples:

- Maintains confidentiality of student and staff records at all times.
- Adheres to provision and safeguarding policies.
- Models professional behaviour and positive communication with colleagues, parents, and students.
- Represents the provision positively in all interactions and correspondence.

Organisation and Administration

Efficiently manages administrative tasks, ensuring accuracy, timeliness, and compliance. Examples:

- Produces accurate letters, reports, and minutes within agreed deadlines.
- Organises provision events, meetings, and calendars effectively.
- Manages filing systems and databases to ensure information is accessible and secure.
- Prioritises workload effectively during busy provision periods.

Communication and Provision Service

Communicates effectively and provides a welcoming, professional front-of-house experience. Examples:

- Greets parents, students, and visitors warmly and courteously.
- Responds promptly and appropriately to emails, phone calls, and enquiries.
- Ensures clear communication between staff, parents, and external partners.
- Uses appropriate tone and language in all written and verbal communication.

Financial and Resource Management

Supports accurate financial procedures and responsible resource management.

Examples:

- Processes purchase orders, invoices, and petty cash in line with provision policy.
- Monitors stock levels and reorders supplies proactively.
- Assists with budget tracking and financial reports as required.
- Ensures value for money and compliance with financial regulations.

ICT and Data Management

Uses technology effectively to enhance administrative efficiency and maintain data accuracy. Examples:

- Maintains student and staff data accurately on management systems
- Produces reports and data analysis as required by SLT or external bodies.
- Ensures compliance with GDPR and data protection protocols.
- Supports staff in the use of provision systems and digital tools.

Teamwork and Collaboration

Works collaboratively with colleagues to support the smooth running of the school.

Examples:

- Supports colleagues during busy periods or absences.
- Shares information and updates to ensure continuity of service.
- Contributes positively to staff meetings and development sessions.
- Builds constructive relationships with teaching and support staff.

Safeguarding and Student Welfare

Promotes the safety and wellbeing of all pupils in line with safeguarding policies.

Examples:

- Follows safeguarding procedures promptly and correctly when concerns arise.
- Keeps accurate and confidential records of pupil welfare information.
- Promotes a culture of care, respect, and inclusion across the provision community.

Continuous Professional Development

Engages in learning opportunities to improve knowledge, skills, and effectiveness.

Examples:

- Attends relevant training (e.g. safeguarding, data protection, first aid).
- Reflects on feedback from line managers and acts upon it.
- Shares new knowledge and good practice with the wider team.
- Seeks opportunities to improve systems and processes.

End of Academic Year – Staff Member Review

Please add anything you feel appropriate when reviewing the year just gone at [RAISE-AP](#):

Line Manager Recommendations

Line Manager Name and Signature:

Date:

Appendix II – Teacher Performance Management

Name:

Role:

Line Manager:

The teacher performance management document is a live, working document, which should be present during each half-termly meeting. It should be added to and monitored through the course of the year and is then presented as part of the appraisal process alongside our continuous professional development and learning (CPDL).

Teachers are required to have three objectives through the course of the year, linked to three key strands: how the teacher will **develop and support part of the provision wide development plan**, how the teacher will **reflect upon and develop their own practice within their subject area**, and a **key professional target** of the teacher's own choosing for the year ahead. There should also be **evidence of the teachers' standards being met** throughout these three strands.

Key areas of the school development plan

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- Curriculum and quality first teaching alongside assessment tracking.
- SMART targets.
- Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- Attendance, EBSA and EBSNA strategies
- IBPs with targets, support and rewards.
- Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- Student voice and culture of inclusivity and belonging to **RAISE-AP** with values-driven, respectful and included students.
- Promotion of mental health and wellbeing for engaging positive starts to the day.
- A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- Visible communication with our community and learning beyond the provision drive.
- Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

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Area 1 – Linked to SDP

Objective:

Comments:

Area 2 – Within Teacher Area

Objective:

Comments:

Area 3 – Professional Target

Objective:

Comments:

Training and Development

Focus:

Action:

Support:

Timescale:



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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.

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

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

* Teachers on the Upper Pay Scale should demonstrate high competence in all areas of teaching, a substantial and sustained contribution to the provision, and a commitment to professional development and provision improvement. They should also model positive values, promote high standards of literacy, and contribute to the wider life and ethos of the [RAISE-AP](#).

End of Academic Year – Staff Member Review

Please add anything you feel appropriate when reviewing the year just gone at [RAISE-AP](#):

Line Manager Recommendations

Line Manager Name and Signature:

Date:

Appendix III – TA Performance Management

Name:

Role:

Line Manager:

The TA performance management document is a live, working document, which should be present during each half-termly meeting. It should be added to and monitored through the course of the year and is then presented as part of the appraisal process alongside our continuous professional development and learning (CPDL).

TAs are required to have three objectives through the course of the year, linked to three key strands: how the TA will **develop and support part of the provision wide development plan**, how the TA will **reflect upon and develop their own practice within their subject area**, and a **key professional target** of the TA's own choosing for the year ahead. There should also be **evidence of the TA standards being met** throughout these three strands.

Key areas of the school development plan

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- Curriculum and quality first teaching alongside assessment tracking.
- SMART targets.
- Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- Attendance, EBSA and EBSNA strategies
- IBPs with targets, support and rewards.
- Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- Student voice and culture of inclusivity and belonging to **RAISE-AP** with values-driven, respectful and included students.
- Promotion of mental health and wellbeing for engaging positive starts to the day.
- A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- Visible communication with our community and learning beyond the provision drive.
- Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

o

Area 1 – Linked to SDP

Objective:

Comments:

Area 2 – Within TA Area

Objective:

Comments:

Area 3 – Professional Target

Objective:

Comments:

Training and Development

Focus:

Action:

Support:

Timescale:

TA Professional Standards



Personal and Professional Conduct

Teaching assistants should uphold public trust in the education profession by:

1. Having proper and professional regard for the ethos, policies and practice of the school in which they work as professional members of staff.
2. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
3. Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practices.
4. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
5. Committing to improve their own practice through self-evaluation and awareness.

Knowledge and Understanding

Teaching assistants are expected to:

1. Acquire the appropriate skills, qualifications and/or experiences required for the teaching assistant role, with support from the school employer.
2. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and Learning

Teaching assistants are expected to:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching spaces and resources.

Working with Others

Teaching assistants are expected to:

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
3. Understand their responsibility to share knowledge to inform planning and decision making.
4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

End of Academic Year – Staff Member Review

Please add anything you feel appropriate when reviewing the year just gone at [RAISE-AP](#):

Line Manager Recommendations

Line Manager Name and Signature:

Date:

Appendix IV – HLTA Performance Management

Name:

Role:

Line Manager:

The HLTA performance management document is a live, working document, which should be present during each half-termly meeting. It should be added to and monitored through the course of the year and is then presented as part of the appraisal process alongside our continuous professional development and learning (CPDL).

HLTAs are required to have three objectives through the course of the year, linked to three key strands: how the HLTA will **develop and support part of the provision wide development plan**, how the HLTA will **reflect upon and develop their own practice within their subject area**, and a **key professional target** of the HLTA's own choosing for the year ahead. There should also be **evidence of the HLTAs' standards being met** throughout these three strands.

Key areas of the school development plan

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- Curriculum and quality first teaching alongside assessment tracking.
- SMART targets.
- Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- Attendance, EBSA and EBSNA strategies
- IBPs with targets, support and rewards.
- Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- Student voice and culture of inclusivity and belonging to **RAISE-AP** with values-driven, respectful and included students.
- Promotion of mental health and wellbeing for engaging positive starts to the day.
- A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- Visible communication with our community and learning beyond the provision drive.
- Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

o

Area 1 – Linked to SDP

Objective:

Comments:

Area 2 – Within HLTA Area

Objective:

Comments:

Area 3 – Professional Target

Objective:

Comments:

Training and Development

Focus:

Action:

Support:

Timescale:

HLTA Professional Standards



Personal and Professional Conduct

Teaching assistants should uphold public trust in the education profession by:

6. Having proper and professional regard for the ethos, policies and practice of the school in which they work as professional members of staff.
7. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
8. Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practices.
9. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
10. Committing to improve their own practice through self-evaluation and awareness.

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviours they expect from children and young people.
4. Demonstrate a commitment to collaborative and cooperative working with colleagues
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.
6. Know how other frameworks that support the development and well-being of children and young people impact upon their practice.
7. Organise and manage learning activities in ways which keep learners safe.
8. Understand the key factors that affect children and young people's learning and progress.

9. Know how to contribute to effective personalised provision by taking practical account of diversity.
10. Improve their own knowledge and practice including responding to advice and feedback.

Knowledge and Understanding

Teaching assistants are expected to:

6. Acquire the appropriate skills, qualifications and/or experiences required for the teaching assistant role, with support from the school employer.
7. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
8. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
9. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
10. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
2. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
3. Know how to support learners in accessing the curriculum in accordance with the specific educational needs (SEN) code of practice and disabilities legislation.
4. Know how to contribute to effective personalised provision by taking practical account of diversity.
5. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
6. Use their area(s) of expertise to contribute to the planning and preparation of learning activities.

7. Plan how they will support the including of the children and young people in the learning activities.
8. Improve their own knowledge and practice including responding to advice and feedback.
9. Direct the work, where relevant, of other adults in supporting learning.
10. Use their area(s) of expertise to plan their role in learning activities.
11. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
12. Demonstrate a commitment to collaborative and cooperative working with colleagues.

Teaching and Learning

Teaching assistants are expected to:

7. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
8. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
9. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
10. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
11. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
12. Maintain a stimulating and safe learning environment by organising and managing physical teaching spaces and resources.

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
2. Devise clearly structured activities that interest and motivate learners and advance their learning.
3. Plan how they will support the inclusion of the children and young people in the learning activities.

4. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.
5. Use their ICT skills to advance learning.
6. Advance learning when working with individuals.
7. Advance learning when working with small groups.
8. Advance learning when working with whole classes with out the presence of the assigned teacher.
9. Understand the key factors that affect children and young people's learning and progress.
10. Recognise and respond appropriately to situations that challenge equality of opportunity.
11. Use effective strategies to promote positive behaviour.
12. Monitor learners' progress in order to provide focused support and feedback
13. Support the evaluation of learners' progress using a range of assessment techniques.
14. Contribute to maintaining and analysis records of learners' progress.
15. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
16. Know how to contribute effective personalised provision by taking practical account of diversity.
17. Monitor learners' responses to activities and modify the approach accordingly.
18. Organise and manage learning activities in ways which keep learners safe.

Working with Others

Teaching assistants are expected to:

6. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
7. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
8. Understand their responsibility to share knowledge to inform planning and decision making.
9. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

10. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.
2. Demonstrate a commitment to collaborative and cooperative working with colleagues.
3. Contribute to maintaining and analysing records of learners' progress.
4. Direct the work, where relevant, of other adults in supporting learning.
5. Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
6. Know how to support learners in accessing the curriculum in accordance with the specific educational needs (SEN) code of practice and disabilities legislation.
7. Know how to use ICT to support their professional activities.
8. Monitor learners' progress in order to provide focused support and feedback.

End of Academic Year – Staff Member Review

Please add anything you feel appropriate when reviewing the year just gone at [RAISE-AP](#):

Line Manager Recommendations

Line Manager Name and Signature:

Date:

Appendix VI – Leadership Performance Management

Name:

Role:

Line Manager:

The teacher performance management document is a live, working document, which should be present during each half-termly meeting. It should be added to and monitored through the course of the year and is then presented as part of the appraisal process alongside our continuous professional development and learning (CPDL).

Teachers are required to have three objectives through the course of the year, linked to three key strands: how the teacher will **develop and support part of the provision wide development plan**, how the teacher will **reflect upon and develop their own practice within their subject area**, and a **key professional target** of the teacher's own choosing for the year ahead. There should also be **evidence of the teachers' standards being met** throughout these three strands.

Key areas of the school development plan

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- Curriculum and quality first teaching alongside assessment tracking.
- SMART targets.
- Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- Attendance, EBSA and EBSNA strategies
- IBPs with targets, support and rewards.
- Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- Student voice and culture of inclusivity and belonging to **RAISE-AP** with values-driven, respectful and included students.
- Promotion of mental health and wellbeing for engaging positive starts to the day.
- A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- Visible communication with our community and learning beyond the provision drive.
- Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

o

Area 1 – Linked to SDP

Objective:

Comments:

Area 2 – Within Leadership Area

Objective:

Comments:

Area 3 – Professional Target

Objective:

Comments:

Training and Development

Focus:

Action:

Support:

Timescale:



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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.

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

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

* Teachers on the Upper Pay Scale should demonstrate high competence in all areas of teaching, a substantial and sustained contribution to the provision, and a commitment to professional development and provision improvement. They should also model positive values, promote high standards of literacy, and contribute to the wider life and ethos of the [RAISE-AP](#).

End of Academic Year – Staff Member Review

Please add anything you feel appropriate when reviewing the year just gone at [RAISE-AP](#):

Line Manager Recommendations

Line Manager Name and Signature:

Date: