

Tameside MBC

Appraising Teacher Performance

A Model Policy for Schools & Centrally Employed Teachers

September 2015

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In this model policy, **text in bold** indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations. *Text in italics* does not form part of the policy itself but is good practice and is recommended for inclusion.

INTRODUCTION

This model policy was originally developed by Tameside Human Resources on 1 September 2012 and updated on 1 September 2015 to incorporate the revised Headteachers Standards of Excellence, and to highlight how triangulation of evidence may be used in assessing overall teacher performance. This model policy is recommended for schools to adopt to support the implementation of the revised appraisal and capability arrangements set out in the model prepared by the Department for Education (April 2012).

This model policy has been consulted upon with members of the local Tameside Teachers' Consultative Committee. Any deviation to this model policy must be consulted upon directly with the Teachers' Consultative Committee and the teaching staff within the school.

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and Local Authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to teachers, including Headteachers. It has been written in the context of schools, but the same principles apply to unattached teachers.

This model policy is effective from 1 September 2015 and it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

The Governing Body of _____ School adopted this appraisal policy on _____.

This policy describes how the Governing Body will apply the statutory provisions of the appraisal process to teachers working in the school.

Purpose

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

Application of the Appraisal Policy

This appraisal policy applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are subject to the school's capability procedure.

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

THE APPRAISAL PERIOD

The appraisal period will run for twelve months, normally from _____ to _____.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority, or when unattached teachers change post within the same authority.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher (or where the employee is the Headteacher, the Governing Body) shall determine the length of

the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher (or where the employee is the Headteacher, the Governing Body) shall determine whether the cycle shall begin again.

APPOINTING APPRAISERS

All appraisers will be suitably trained in the appraisal process, and will normally hold qualified teacher status.

Headteacher

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group, normally consisting of three members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The Headteacher will decide who will appraise other teachers. This will normally be the Headteacher, a member of the senior leadership team, the teacher's line manager, or a teacher trained to undertake appraisal of other teachers in the school. Where teachers have an objection to the Headteacher's choice at the outset of the appraisal period, their written concerns will be carefully considered and, where appropriate, an alternative appraiser may be offered.

Where there are concerns regarding the performance of a teacher, the Headteacher may undertake or resume the role of appraiser.

Where it becomes apparent that the appointed appraiser will be absent for the majority of the appraisal cycle, the Headteacher may perform the duties him/herself or delegate the duties to another appraiser. Where this appraiser is not the teacher's line manager, they will have an equivalent or higher status in the staffing structure as the original appraiser.

Centrally Based (Unattached) Teachers

For unattached teachers, employed by the Local Authority, the Service Unit Manager will identify who will appraise the teacher. Where teachers have an objection to the Service Unit Manager's choice, their written concerns will be carefully considered and, where appropriate, an alternative appraiser may be offered.

SETTING OBJECTIVES

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be 'SMART' - specific, measurable, achievable, realistic and time-bound, and will be appropriate to the teacher's role and level of experience and in line with the relevant teacher standards.

The appraiser and teacher will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision rests with the Headteacher.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the

education of pupils at that school. This will be ensured by the Headteacher quality assuring all objectives against the school improvement plan. The Headteacher will ensure that objectives are consistent between teachers with similar experience and levels of responsibility.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable in the circumstances in which the teacher works, and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or using sub-targets, can lead to teachers experiencing an unreasonable workload, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no more than 3 objectives should be given.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the applicable professional Teachers Standards. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State, or other body, that are relevant to them (e.g. National Headteacher Standards, SENCO standards, etc).

REVIEWING PERFORMANCE

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance 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.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively, and reported accurately and fairly.

A teacher's performance will be regularly observed, but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. A teacher's performance will be observed on an appropriate and reasonable number of occasions and in keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

The number and duration of appraisal observations will be in line with the school's lesson observation protocol (appendix 1), which includes provision for exceptional circumstances, where concerns have been raised about a teacher's performance, or where the teacher requests additional observations.

Classroom observations will be carried out by those with qualified teacher status (QTS) and by those who have had adequate training and possess appropriate professional skills to undertake observation and provide constructive feedback and support.

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

Additional measures of assessing performance

Assessing teachers performance will not be based solely on observations of classroom practice but will also include triangulation of evidence from several sources, to measure effectiveness of teaching over time. This might include scrutiny of students work, measurement of pupil progress (not necessarily attainment), or informal observations of classroom practice.

In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of drop-ins, or other observations such as learning walks, will vary depending on specific circumstances but will be in line with the lesson observation protocol (appendix 1).

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support agreed has not been provided.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after the observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention and be in line with the lesson observation protocol.

TEACHERS EXPERIENCING PROFESSIONAL DIFFICULTIES

The appraisal procedure will be used, in the first instance, to address any concerns that are raised about a teacher's performance. When dealing with a teacher experiencing professional difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves, and the problem is therefore, resolved.

Where it is apparent that a teacher is experiencing professional difficulties, support will be offered as soon as possible, without waiting for the formal annual assessment.

Where there are concerns about any aspects of the teacher's performance, via the appraisal process or via other sources of information, for example parental concerns, the appraiser, the Headteacher, or a member of the leadership team will, as part of the appraisal process, meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- discuss targets for improvement alongside a programme of support (e.g. coaching, mentoring, structured observations) that will be provided to help address those specific concerns, which will be developed into an action plan.
- make clear how progress will be monitored, by whom, and when it will be reviewed. *It may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time will be determined by the appraiser but will reflect the seriousness of the concerns;*
- explain the implications and process if no - or insufficient - improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process. A reasonable period of time will be allocated for the teachers performance to improve, which will depend upon the circumstances, with the aim that the teacher will achieve improved and sustained performance. During this monitoring period, the teacher will be given feedback on progress and arrangements will be made to modify the support programme if appropriate.

When progress is reviewed after the monitoring period, and the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal with any remaining issues continuing to be addressed through the appraisal process.

Transition to Capability

If performance concerns cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure. When progress is reviewed after the monitoring period and the appraiser determines that no, or insufficient improvement has

been made, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

This will trigger the commencement of formal capability proceedings which will be conducted in accordance with the school's capability procedure.

ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal 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 (e.g. once a term).

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- **an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant** (*NB – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers*);
- a space for the teachers own comments

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

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of the teacher's performance against their appraisal objectives, having regard to any specific or exceptional circumstances which might have impacted upon performance. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

Confidentiality

Teachers are entitled to confidentiality. It therefore follows that any discussions that take place during meetings are confidential to the individuals concerned, but any objectives or action plans or targets will, if necessary, be passed to those responsible for ensuring action on them is taken. The desire for confidentiality does not override the need for the Headteacher and Governing Body to quality assure the operation and effectiveness of the appraisal procedure.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to 'teacher' include the Headteacher.

Retention of Records

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for a minimum period of six years.

Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal system.

ACAS Code Of Practice

In the first instance, issues relating to teacher performance will be managed through the arrangements for 'Teachers Experiencing Professional Difficulties' set out within this policy. The conduct of any subsequent formal capability process will be undertaken outside the appraisal process under the separate capability procedure, and in accordance with the provisions of the ACAS Code of Practice.

LESSON OBSERVATION PROTOCOL

1. Introduction

- 1.1** Teachers in Tameside can expect that, from time to time, their lessons will be observed as part of the appraisal cycle. Usually, this will be for no more than 3 hours in any appraisal period.
- 1.2** These observations may be undertaken by a variety of educational professionals from within, and outside, the school, ranging from other teachers to Headteachers to external school improvement professionals.
- 1.4** Teachers should be made aware of the purpose (or purposes) of any proposed observation(s) before commencement. Observations should take place in a positive atmosphere, be conducted in a supportive and professional manner and be neither intrusive nor threatening. Teachers have a right to expect that observations will be carried out sensitively, unobtrusively and professionally.
- 1.5** As part of their general functions, Headteachers, or others on their behalf, may wish to observe school staff carrying out their duties. The observation may include visits to classrooms whilst lessons are in progress. Headteachers, or others on their behalf, should be aware of these procedures and ensure that, where their actions might be regarded as formal lesson observations, they adhere to the principles within this protocol.
- 1.6** Teachers have a right to expect that the observer in their lessons(s) has commensurate experience and has received appropriate training. Observers should be prepared to make known their relevant qualifications and experience.
- 1.7** Teachers have a right to expect that observations will only occur as necessary, and as part of a larger development exercise, such as a whole school evaluation or the appraisal process. Observer(s) should be prepared to explain and discuss the context of any proposed observation(s) with the teacher(s) concerned.
- 1.8** Headteachers have the right to “drop in” on any lesson, or undertake learning walks, for the purposes of quality assurance. However, such visits should not take place excessively.
- 1.9** Data generated through appraisal (for instance, quality of teaching provision) should be used appropriately to inform other processes such as school improvement and school self-evaluation.

2. Pre-lesson

- 2.1** At least 5 working days before a lesson is observed, planned meetings should have been completed between the teacher and the observer/s to discuss and agree:
- 2.1.1** the context of the observation/s;
 - 2.1.2** the focus and purpose of the observation/s;
 - 2.1.3** which lesson(s), or part lesson(s), is(are) to be observed;
 - 2.1.4** the lesson content;
 - 2.1.5** the production of a lesson plan, in accordance with the school's policy;
 - 2.1.6** the conduct/involvement of the Observer in the lesson(s);
 - 2.1.7** a suitable format for recording the observation; and
 - 2.1.8** the time and nature of the feedback, to include support, professional needs and CPD.
- 2.2** All pre- and post-lesson meetings must be arranged outside of allocated PPA time and within teachers' normal working day.

3. Lesson Observation

- 3.1** During the lesson(s) the observer(s) should work to reasonable practical requests of the teacher in charge.
- 3.2** A detailed summary of the observed lesson should be given including any overall judgement of performance.

4. Post Lesson

- 4.1.1 provide immediate positive feedback wherever possible, or within 1 working day;
 - 4.1.2 provide a copy of any written reports made (within 5 working days);
 - 4.1.3 ensure that the teacher is given opportunity to append his/her own comments to all written reports;
 - 4.1.4 provide feedback as agreed in 2.1.7, 2.1.8, 4.1.1 and 4.1.2;
 - 4.1.5 ensure confidentiality of all reports and discuss with the teacher the proposed circulation of the report, that will normally only include the Headteacher, the observer, and the teacher; and
 - 4.1.6 agree an end date for the destruction of the report that should normally be for no more than six years after the observation.
- 5. General**
- 5.1 Observations should take place in a supportive atmosphere.
 - 5.2 When professional disagreements arise between an observer and the teacher, an alternative observer may be agreed.
 - 5.3 Where general aspects of the school or curriculum are being observed (e.g. numeracy or SEN provision during a learning walk), teachers should not be identified in the report.
- 6. Special Circumstances**
- 6.1 Where performance concerns have been identified, whether as part of the appraisal or the capability procedure, the procedures for dealing with those concerns will take precedence over this observation protocol. Notwithstanding this, however, the general principles of the observation protocol should be maintained in the interests of the wellbeing and morale of the teacher(s) concerned,
 - 6.2 At times where intensive support is required (for instance: in order to prevent a school going into, or to remove a school from, an unsatisfactory Ofsted category) the school and/or Local Authority may choose, following full consultation and agreement with staff, Trade Unions and Professional Associations, to recommend further quality assurance observation periods over and above the accepted schedule of those already previously agreed.
- 7. Review of the Procedure**
- 7.1 This procedure will be reviewed at the request of either Tameside Council or Tameside Teachers' Consultative Committee.

Current Teacher Standards

This document has been produced by Tameside Human Resources and aims to bring together all the published standards that apply to teachers, effective from 1 January 2015 . It can be used in performance management when setting and assessing appraisal objectives, and also in conduct matters. The standards detailed below apply to teachers employed in a school, academy or where unattached (centrally employed) within a Local Authority.

Document name:	Issued by:	Applicable to:	Effective from:
Teachers Standards	Department for Education	<p>All Teachers regardless of their career stage.</p> <p>They define the minimum level of practice expected of all teachers from the point of being awarded QTS. <i>This document replaces GTCE Code of Conduct and practice for professional teachers, NQT and Core standards within TDA guidance.</i></p> <p>https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf</p>	September 2012
National Standards for Special Educational Needs Co-	Teacher Training Agency	<p>SENCO's only</p> <p>These standards can be used to assess performance in addition to DfE Teacher Standards detailed above.</p>	1998

These standards can be used to assess performance in addition to DfE Teacher Standards detailed above.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf

PLEASE NOTE: The information above was collated for use from 1st January 2015 and the documents referred to below were applicable at that time. These standards and documents may change and you should contact your HR provider to ensure you have the most up to date information.

Teachers' Standards

Issued by Department for Education

Effective from 1 September 2012 (Appraisal)

This is an extract from the original document.

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 a responsibility for, promoting the high standards of

- literacy, articulation and the correct use of standard English, whatever the teachers 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.

National Standards for Special Educational Needs Co-ordinators (SENCOs) Issued by Teacher Training Agency Effective From 1998

This is an extract from the original document

The standards are in five parts:

1. Core purpose of the SENCO
2. Key outcomes of SEN co-ordination
3. Professional knowledge and understanding
4. Skills and attributes
5. Key areas of SEN co-ordination

1. Core Purpose of the SENCO

The SENCO, with the support of the headteacher and governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The SENCO's fundamental task is to support the headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. The SENCO should seek to ensure, through active collaboration with subject leaders, that the learning of all pupils is given equal priority, and that available resources are used efficiently in support of this purpose. The SENCO plays a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to pupils with SEN.

Working with the headteacher, staff, parents, the governing body and other agencies, the SENCO co-ordinates the day-to-day operation of the SEN policy, ensuring that the name of any pupil identified as a cause for concern, including those with behavioural problems, is entered on the SEN register and then is appropriately followed through in terms of the Code of Practice suggested procedures. The SENCO keeps the headteacher informed of the operation of the policy and develops effective working relationships with parents.

2. Key Outcomes of SEN Co-ordination

Effective co-ordination of SEN results in:

a. Pupils on the SEN register who

make progress towards targets set in their individual education plans; show improvement in their literacy, numeracy and information technology skills; are helped to access the wider curriculum; are motivated to learn and develop self-esteem and confidence in their ability as learners;

b. Teachers who

are familiar with and implement the school's SEN policy and approaches to meeting the needs of pupils with SEN; identify pupils who may require special provision e.g. those with EBD, and help to prepare individual education plans as appropriate; communicate effectively with the parents, the SENCO and all other staff with responsibilities for SEN, including those from external agencies; have high expectations of pupils' progress, set realistic but challenging targets which they monitor and review, and provide appropriate support;

c. Learning support assistants who

whether employed by the school or LEA, understand their role in the school in relation to pupils with SEN; work collaboratively with the SENCO, teaching staff and staff from external agencies; through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils

and help them to maximise their levels of achievement and independence;

d. Parents who

understand the targets set for their children and their contribution to helping their children achieve them; feel fully involved as partners in the education process;

e. Headteachers and other senior managers who

recognise that the curriculum must be relevant to all pupils by taking SEN into account in the formulation and implementation of policies throughout the school; understand how best to support those with responsibility for SEN co-ordination;

f. Governors who

understand their role in relation to pupils with SEN (and their parents) through the discharge of their statutory responsibilities; develop mechanisms for liaison with the headteacher and the SENCO to ensure that they receive regular updates on the implementation of the school's SEN policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with SEN;

g. LEAs and other responsible bodies who

receive timely information about the progress made by pupils with SEN, including those with statements; ensure that time spent in the school by external staff is effectively used in support of pupils with SEN.

3. Professional Knowledge and Understanding

SENCOs will need to develop the particular aspects of knowledge and understanding required for co-ordinating SEN in a school. The depth of knowledge required in any aspect will vary according to the range of needs of the pupils in a specific school. It is important that the SENCO remains up to date with developments in special education in particular and with education generally.

The following areas of knowledge and understanding are relevant to SENCOs in all schools although some aspects will need to be interpreted differently according to the phase, size and type of school. The SENCO's expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas of SEN co-ordination.

SENCOs should have knowledge and understanding of:

- a. the characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement, and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- b. how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy;
- c. the purpose of individual education plans and how they are formulated, implemented and reviewed;
- d. the resources which can help pupils with SEN and how they can be used to best effect;
- e. in collaboration with the IT co-ordinator, how information and communications technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- f. relevant legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- g. relevant research and national inspection evidence and the implications for SEN;
- h. the requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;
- i. the scope and role of external agencies in support of work with pupils with SEN and how to interpret specialist information in support of teaching programmes;
- j. the implications of information and guidance documents from LEAs, the DfEE, WOED, and other national and specialist bodies/associations;
- k. how to contribute to the professional development of other staff in relation to pupils with SEN.

4. Skills and Attributes

SENCOs will be skilled teachers in their own subject or phase. The skills and attributes which follow are essential, but not exclusive, to the SENCO's role. The headteacher should ensure that the SENCO has access to specific training related to the development of these necessary skills.

The SENCO's expertise is demonstrated by the ability to apply these skills and attributes to each of the key areas of SEN co-ordination.

a. Leadership skills, attributes and professional competence

SENCOs should be able to:

- i. create and foster commitment and confidence among staff to meeting the needs of pupils with SEN;
- ii. set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.

SENCOs should have the professional competence and expertise to:

- iii. command credibility through the discharge of their duties and use their SEN expertise to influence others;
- iv. provide professional direction to the work of others;
- v. make informed use of specialist resources;
- vi. disseminate and encourage the effective application of good practice in other areas of work in the school to the provision for pupils with SEN;
- vii. develop record systems which support the work of school staff;
- viii. make appropriate judgements over issues of confidentiality.

b. Decision-making skills – the ability to solve problems and make decisions

SENCOs should be able to:

- i. contribute to senior management team decision-making in respect of issues involving pupils with SEN;
- ii. make decisions based on analysis, understanding and interpretation of relevant data and information;
- iii. judge when to make decisions, and when to consult with others, including external agencies.

c. Communication skills – the ability to make points clearly and to listen to and understand the views of others

SENCOs should be able to:

- i. communicate effectively, orally and in writing, to the headteacher, other staff, parents, governors and external agencies, including the LEA;
- ii. negotiate and consult with parents and external agencies;
- iii. explain to pupils the objectives of any interventions;
- iv. chair reviews, case conferences and meetings effectively;
- v. assist in the development of the use of information and communications technology as a means of gathering and disseminating information about pupils with SEN.

d. Self-management – the ability to plan time effectively and to organise oneself well

SENCOs should be able to:

- i. prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching, and acting as a resource for colleagues;
- ii. take responsibility for their own professional development.

e. Attributes

SENCOs draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles, including:

- i. personal impact and presence;
- ii. adaptability to changing circumstances and new ideas;
- iii. energy, vigour and perseverance;
- iv. self-confidence;
- v. enthusiasm;
- vi. intellectual ability;
- vii. reliability and integrity;
- viii. commitment.

5. Key areas of SEN Co-ordination

A range of tasks is set out below for each of the four key areas of SEN co-ordination:

A. Strategic direction and development of SEN provision in the school

B. Teaching and learning

C. Leading and managing staff

D. Efficient and effective deployment of staff and resources

Expertise in SEN co-ordination is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

The effectiveness of the SENCO role will also depend on:

- the acknowledgement by the headteacher and governing body of their responsibility to meet the needs of all pupils which is reflected in the school's policies and practices;
- the way in which decisions, policies and practices, particularly in relation to pupils with SEN, are communicated and implemented throughout the school, including to parents;
- an understanding by all staff that their part in the effective provision for pupils with SEN extends beyond having regard to the procedures of the Code of Practice;
- the assessment procedures and systems for monitoring and recording progress, for example, how SENCOs contribute to the whole-school assessment, recording and reporting arrangements;
- their expertise and knowledge of the range of SEN.

It is essential that the SENCO has the support of the headteacher, senior management team and other colleagues in the management and delivery of support in all four key areas of SEN co-ordination.

SENCOs should also understand the roles of others in the school, including newly qualified teachers, subject leaders and the headteacher, as set out in the national standards for those roles, and should support them as appropriate in fulfilling these roles. The tasks described are necessary for effective SEN co-ordination. There will, however, be variation in how schools of different phases, sizes and types discharge those tasks.

A. Strategic Direction and Development of SEN Provision in the School

SENCOs co-ordinate, with the support of the headteacher and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

They:

- i. contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- ii. support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;
- iii. ensure that the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed;
- iv. monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;
- v. advise the headteacher and governing body on the level of resources required to maximise the achievements of pupils with SEN;
- vi. liaise with and co-ordinate the contribution of external agencies;
- vii. analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.

B. Teaching and Learning

SENCOs seek to develop, with the support of the headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

They:

- i. support the identification of, and disseminate the most effective teaching approaches for pupils with SEN;
- ii. collect and interpret specialist assessment data gathered on pupils and use it to inform practice;
- iii. work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;

- iv. monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with SEN;
- v. develop systems for monitoring and recording progress made by pupils with SEN towards the achievement of targets set;
- vi. support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;
- vii. identify and develop study skills to support pupils in their ability to work independently and learn more effectively;
- viii. support other staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ix. know how to recognise and deal with stereotyping in relation to disability or race;
- x. maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; provide information to parents about targets, achievements and progress;
- xi. develop effective liaison between schools to ensure that there is good continuity in terms of support

- and progression in learning when pupils with SEN transfer;
- xii. develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

C. Leading and Managing Staff

SENCOs support staff involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

They:

- i. help staff to achieve constructive working relationships with pupils with SEN;
- ii. encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;
- iii. ensure the establishment of opportunities for the SENCO, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN;
- iv. provide regular information to the headteacher and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;
- v. advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN, and provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction.

D. Efficient and Effective Deployment of Staff and Resources

SENCOs identify, with the support of the headteacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness, and safety.

They:

- i. establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies, and to achieve value for money;
- ii. deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise;
- iii. organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;
- iv. maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

National Standards of Excellence for Headteachers

Issued by Department for Education

Effective January 2015

This is an extract from the original document

Preamble: the role of the headteacher

Headteachers occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. The values and ambitions of headteachers determine the achievements of schools. They are accountable for the education of current and future generations of children. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in the nation's classrooms. Headteachers lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. They secure a climate for the exemplary behaviour of pupils. They set standards and expectations for high academic standards within and beyond their own schools, recognising differences and respecting cultural diversity within contemporary Britain. Headteachers, together with those responsible for governance, are

The Four Domains

The *National Standards of Excellence for Headteachers* are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One: Excellent headteachers: qualities and knowledge

Headteachers:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Excellent headteachers: pupils and staff

Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Domain Three: Excellent headteachers: systems and process

Headteachers:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of

budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: Excellent headteachers: the self-improving school system

Headteachers:

1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.