|                             | SUAT Policy   |                       |       | SU     | AT Teacher Apprais  | sal     |               |         |    | ELETON GA      |
|-----------------------------|---------------|-----------------------|-------|--------|---------------------|---------|---------------|---------|----|----------------|
| Staffordshire<br>University | LGCS Appendix |                       |       | LGCS C | Career Stage Expect | tations |               |         |    | JTT MAR AND    |
| Academies                   | Approved by   | CEO/LAC               | Issue | Date   | Sep 2023            |         | Review Date   | Sep 202 | 26 |                |
| Trust                       | Audience      | Trustees              | >     |        | Staff               | ~       | Pupils        |         |    | SHAWONITY SCHO |
|                             |               | Local Academy Council | >     |        | Parents             |         | General Publi | с       |    |                |

This appendix includes:

- amendments to the SUAT policy that have been approved by Trustees/ LAC
- specific practices and/ or procedures that are used in LGCS
- additional information relevant to LGCS

The purpose of this document is to link the Teachers' Standards (2012) to minimum expectation of what they look like in practice as teachers become more experienced. In no way are these intended to cap or restrict excellent practice – they are 'a minimum', it is acknowledged and known that many talented teachers work beyond their career expectations in some or all aspects. The Minimum Career Stage Expectations model demonstrates a cumulative development of skills and abilities which are supported by the pay structure. Evidence to support judgements can be collected from the following sources: lesson observations, data, book scrutiny, planning, pupil interview, cpd file and/or staff interviews and all judgements are recorded on Bromcom.

This document has been produced in conjunction with the Ofsted Inspection Handbook 2023.

## How Teacher Appraisal objectives are set at Littleton Green Community School

Stage 1: Staff complete a Teachers' Standards Audit by using Table A in this document to audit their own skills against the appropriate career stage expectations. Tables 2-8 provide the success criteria from which judgements can be based. Teachers are asked to use the red/amber/green grading system.

Stage 2: Meeting held between teacher and line manager to set up a maximum of 4 objectives for the year.

| Up to 3 Personal Objectives    | Created from SIDP priorities, information gained from the Teachers' Standards Audit and areas of development identified in previous teacher |
|--------------------------------|---|
|                                | appraisal cycles  |
| 1 Subject Leadership Objective | Directly linked to raising standards in their subject area  |
| (where applicable)             |   |

## **Suggested Pitch of Objectives**

This table acts only as a guide. A teacher can make accelerated progress through pay scales by proving performance at a level beyond their career expectations.

| Currently     | M1 | M2             | M3 | M4             | M5 | M6             | UPS1/2/3     |
|---------------|----|----------------|----|----------------|----|----------------|--------------|
| working at    |    |                |    |                |    |                |              |
| Objectives    | M2 | Either M2 to   | M4 | Either M4 to   | M6 | Either M6 to   | UPS1/2/3     |
| mainly set at |    | embed areas of |    | embed areas of |    | embed areas of | dependent on |
|               |    | development or |    | development or |    | development or | pay scale    |
|               |    | M4 for career  |    | M6 for career  |    | UPS for career |              |
|               |    | progression    |    | progression    |    | progression    |              |

|                              |       | AT Policy                             |                          |  |           |           | SUAT Teach                 |             |                    |              |                           |             |               | TLETON G               |
|------------------------------|-------|---------------------------------------|--------------------------|--|-----------|-----------|----------------------------|-------------|--------------------|--------------|---------------------------|-------------|---------------|------------------------|
| Staffordshire                | LGCS  | Appendix                              |                          |  |           |           | LGCS Career Sta            | ige Expec   | tations            |              |                           |             |               | STT Man alle           |
| University                   |       | roved by                              | (                        | CEO/LAC  |           | Issue     | Date Sep 2                 | 023         |                    | Review       | / Date                    | Sep 2       | 2026          |                        |
| Academies<br>Trust           |       | Idience                               |                          | Trustees   |           |           | Staff                      |             | -                  |              | Pupils                    | 1           |               | Country                |
|                              | AL    | lulence                               | Local Ad                 | cademy Council   |           | ,         | Parents                    |             |                    |              | General Publ              | ic          |               | UNITY 5                |
| Table A                      |       | By (M2)                               | •                        | By (M4)  |           | By (M     | 6)                         | By (UPS     | 1)                 |              | By (UPS2)                 |             |               | By (UPS 3)             |
| 1(See Table)                 |       | Teaching over tim                     | e is judged as           | Teaching over time is ju   | dged as   |           | g over time is judged as   |             | ver time is judge  | ed as alway  |                           | time is iud | lged as       |                        |
| Set high expectations which  |       | mainly good as a r                    |                          | the vast majority being  | -8        |           | ntly good with many        | -           | ly good and ofte   |              | always consist            |             |               |                        |
| inspire, motivate and challe |       | (Correlated with p                    |                          | consistently good as a n   | ninimum.  |           | ding elements as a         |             | g as a minimum     |              |                           |             |               |                        |
| pupils                       |       |                                       | арн р. 6 <u>8</u> , 666) | (Correlated with pupil p   |           |           | m. (Correlated with pupil  |             | •                  |              | minimum. (Co<br>progress) | •           |               |                        |
| 2. (See Table 2)             |       | Pupils make progr                     | ess which is at          | Pupils make progress w   | hich is   |           | ake progress which is      | Many pupi   | Is exceed progre   | ess expected | · - ·                     | ceed prog   | ress          |                        |
| Promote good progress and    |       | least in line with                    |                          | routinely in line with th  |           |           | n line with that needed    |             | end of key stage   | •            | expected to ac            |             |               |                        |
| outcomes by pupils           |       | expectations.                         |                          | needed in the academy  |           | -         |                            |             | ns in the acaden   |              | stage expectat            |             | •             |                        |
|                              |       | · · · · · · · · · · · · · · · · · · · |                          | line with progress requi   |           |           | required by the end of     |             |                    |              | for at least two          |             |               |                        |
|                              |       |                                       |                          | the end of the key stage   |           | the key   |                            |             |                    |              |                           | ,           |               |                        |
|                              |       |                                       |                          | (minimum of yellow rag   |           | che hey i |                            |             |                    |              |                           |             |               |                        |
| 3 (See Table 3)              |       | Generally secure s                    | subject                  | Routinely displays secur   |           | Always    | hisplays secure subject    | Consistent  | ly displays exten  | sive subiec  | t Proactively lea         | ids researd | h into new    |                        |
| Demonstrate a good subject   |       | knowledge in all c                    |                          | knowledge across the   | c subject |           | lge across the             |             | across the curri   |              |                           |             |               |                        |
| curriculum knowledge         |       | acknowledging wi                      |                          | curriculum; acknowledg   | ing       |           | um; acknowledging          | 0           | others with dev    |              |                           |             |               |                        |
| curricularit knowledge       |       | weaknesses exist                      |                          | where weaknesses exist   | 0         |           | veaknesses exist and       | to support  | others with dev    | cioping tins | whole staff or            |             |               |                        |
|                              |       | independently ad                      |                          | independently addressi   |           |           | dently addressing.         |             |                    |              | whole starr of            | Stan Broa   | p3.           |                        |
| 4 (See Table 4)              |       | Able to identify cl                   |                          | Routinely able to identif  | 0         |           | able to identify clear     | Always abl  | e to identify clea | ar learning  | Always able to            | identify c  | lear learning | 7                      |
| Plan and teach well-structur |       |                                       | -                        | learning objectives & su   |           |           | objectives & success       |             | & success criteri  | •            | objectives & si           |             |               |                        |
| lessons                      |       |                                       |                          | • •  |           | 0         | Plan stimulating learning  | -           |                    |              | point accuracy            |             |               | UPS2 milestones to h   |
| 10330113                     |       | challenge, making                     | • •                      | with pace & challenge, r   |           |           | e & challenge, making      | -           | making clear the   |              |                           |             | •             | been met in full over  |
|                              |       | purpose of the lea                    |                          |  | •         |           | e purpose of the learning  | •           |                    | • •          | making clear t            |             |               | two year period and    |
|                              |       | including sharing t                   | <b>.</b>                 | including sharing the big  |           |           | g sharing the bigger       |             | ure. Able to sup   | •            | •                         |             |               | be sustained over tim  |
|                              |       | picture.                              | the pigger               | picture.   | gei       | picture.  | g sharing the bigger       | with this.  | ure. Able to sup   | portotilers  | bigger picture.           |             | ig the        | line with the criteria |
| 5 (see Table 5)              |       | Differentiation of                    | tack is                  | 1  | nd direct |           | tiation of task and direct |             | tion of task and   | direct       | bigger picture.           |             |               | UPS.                   |
| Adapt teaching to respond t  |       |                                       |                          | teaching input is accura   |           |           | input is always            |             | put is always ac   |              |                           |             |               |                        |
| strengths and needs of all p |       | - ·                                   |                          | pitched and effective fo   |           | -         | , , ,                      | 0           | d effective for a  |              |                           |             |               |                        |
| strengths and needs of all p | ahiis | assessment                            |                          | majority of time, based  |           |           | n accurate assessment      |             | iccurate assessm   |              |                           |             |               |                        |
|                              |       |                                       |                          | accurate assessment  | 011       | buscu of  |                            | buscu on u  |                    | ient.        |                           |             |               |                        |
| 6 (see Table 6)              |       | Accurate use of as                    | sessment to              | Routinely accurate use of  | of        | Consiste  | ently accurate use of      | Sunnorts o  | thers in accurat   | elv          |                           |             |               | 1                      |
| Make accurate and product    |       | guide learning wit                    |                          | assessment to guide lea  |           |           | ent to guide learning      |             | work/learning.     | C' 7         |                           |             |               |                        |
| use of assessment            |       |                                       | -                        | within class, including a  | •         |           | lass, including accurate   | assessing v | tony icuming.      |              |                           |             |               |                        |
|                              |       | work/learning.                        | assessment of            | assessment of work /lea  |           |           | ent of work/learning       |             |                    |              |                           |             |               |                        |
|                              |       | and the real time.                    |                          | within key stage.  | Б         |           | rimary phase.              |             |                    |              |                           |             |               |                        |
| 7 (see Table 7)              |       | Academy wide ex                       | nectations are           | Academy wide expectat  | ions are  |           | y wide expectations are    | Supports o  | thers in develop   | ning this    | Leads whole-s             | chool wor   | k in          |                        |
| Manage behaviour effective   |       |                                       |                          | consistently met.  |           | always n  | <i>·</i> · ·               |             |                    |              | improvement               |             |               |                        |
| ensure a good and safe lear  |       | benefally mea                         |                          | sense in the sense of the sense |           |           |                            |             |                    |              | strand.                   | c. sustain  |               |                        |
| environment                  | Б     |                                       |                          |  |           |           |                            |             |                    |              |                           |             |               |                        |
| 8. (See Table 8)             |       | Generally, make a                     | wider                    | Consistently make a wid  | ler       |           | nake a wider               |             |                    |              | 1                         |             |               | 1                      |
| Fulfil wider professional    |       | contribution to th                    |                          | contribution to the acad   |           |           | ition to the academy.      |             |                    |              |                           |             |               |                        |
| responsibilities             |       |                                       | e academy.               |  | ienty.    | contribu  | nion to the academy.       |             |                    |              |                           |             |               |                        |
| responsionnes                |       |                                       |                          |  |           | I         |                            | 1           |                    |              | 1                         |             |               | 1                      |

|  | SUAT P  | olicy  |   |   |   |                                       | SUAT Teacher Apprai   | sal  |  |   |   |   | TLETON GR  |
|--|---|--|---|---|---|---------------------------------------|---|--|--|---|---|---|--|
| 🐱 Staffordshire  | LGCS App  | endix  |   |   |   | LC                                    | GCS Career Stage Expec  |  |  |   |   |   | TTTL CREE  |
| - University<br>Academies  | Approve   |  | CEO/LAC   |   | Issue   |                                       | Sep 2023  |  |  | Review Date   | Sep   | 0 2026  |  |
| Trust  | Audier  | •  | Trustees  |   | ~   |                                       | Staff   | ~  |  | Pupils  |   |   | Contra Schoo   |
|  | / dalei   |  | Local Academy C   | ouncil  | ~   |                                       | Parents   |  |  | General Pul   | blic  |   |  |
| Table 1  |   | By (M2)  |   | By (M4)   | 1   |                                       | By (M6)   |  | By (U  |   |   | By (UPS2)   |  |
| inspire, motivate and  | 1 Establish a safe & stimulating<br>nvironment for pupils, rooted in<br>utual respect<br>2 Set goals that stretch & challenge | good as a mi<br>(Correlated v<br>Relationship<br>and respectf<br>respectful la<br>Classroom en<br>are tidy and   | vith pupil progress)<br>s are consistently calm<br>ul. Teacher <b>uses</b><br>nguage.<br>nvironment & work areas<br>safe. Displays are, <b>on the</b>                               | vast majority<br>as a minimur<br>progress)<br>Relationships<br>respectful. To<br><b>Routinely m</b> o<br>respectful lan<br>Classroom er<br>are tidy and s           | y being consistently<br>m. (Correlated with<br>s are <b>routinely</b> calr<br>eacher<br><b>odels</b> and uses | y good<br>n pupil<br>m and<br>k areas | Teaching over time is judged<br>consistently good with many<br>outstanding elements as a n<br>(Correlated with pupil progr<br>Relationships are <b>always</b> cal<br>respectful. Teacher <b>always</b> r<br>uses respectful language.<br>Classroom environment & w<br>are tidy and safe. Displays ar<br><b>relevant</b> and stimulating, re | y<br>ninimum.<br>ess)<br>Im and<br><b>nodels</b> and<br>vork areas<br>re <b>highly</b> | consiste<br>outstar<br>with pu<br>Relation<br>respect<br>uses re<br><b>model</b><br>Classro<br>are tidy      | ng over time is judged<br>ently good and often<br>nding as a minimum.(C<br>upil progress)<br>nships are always calm<br>ful. Teacher always m<br>spectful language. This<br>for others to learn fro<br>om environment & wo<br>and safe. Displays are<br>t and stimulating & re | Correlated<br>n and<br>odels and<br>s is a<br>m.<br>ork areas<br>e highly | consistently good a<br>outstanding as a mi<br>with pupil progress   | nd at least half<br>nimum. (Correlated   |
| 1.2 Set goals that stre  | etch & challenge  | standards of   | learning.   | reflect stand   | ards of learning.   |                                       | relevant and sumulating, re<br>reflect standards of learning<br>Believe and demonstrate th  |  | standar<br><b>for oth</b>  | rds of learning. This is<br>ers to learn from.  | a model   | Believe and demon   | strate through   |
| pupils of all backgrou<br>& dispositions   |   | capable of le<br>whole, teach<br>On the whol<br>outcomes re<br>challenge.<br>Identifies spu<br>Able, EAL, Pu<br>generally pla  | arning & progress. <b>On the</b><br>ning reflects this.<br><b>e</b> , pupils work &<br>flect differentiation &<br>ecific groups, e.g. SEN,<br>upil Premium and<br>ns for challenge. | capable of ex<br>of learning &<br>Teaching rou<br>Pupils work &<br>routinely ref<br>challenge.<br>Uses a plan v<br>specific grou<br>EAL, Pupil Pro<br>plans for spe | progress.<br>Itinely reflects this  | ndards<br>n &                         | words & actions that all pup<br>capable of extremely high st<br>learning & progress.<br>Teaching <b>always</b> reflects thi:<br>Pupils work & outcomes <b>alw</b><br>differentiation & challenge.<br><b>strategic</b> in planning for me<br>needs of every pupil.<br>The culture of hard work,  | andards of<br>s.<br><b>/ays</b> reflect<br><b>Highly</b>                               | capable<br>learnin<br>Teachir<br>Pupils v<br><b>good m</b><br>challen<br>Highly s<br>meetin<br><b>suppor</b> | g & progress.<br>ng always reflects this.<br>work & outcomes <b>evid</b><br>nodel of differentiatior<br>ge for others to learn<br>strategic in planning fo<br>g the needs of every p<br>ts others in this.  | ences a<br>n &<br>from.<br>or<br>upil and                                 | learning & progress<br>Teaching always re<br>Pupils work & outco  | ly high standards of<br>flects this.<br>ordes evidences an<br>of differentiation &<br>s to learn from.<br>clanning for<br>of every pupil and<br>rs and takes a<br>wide view to<br>or intervention. |
| 1.3 Demonstrate con<br>positive attitudes, val<br>behaviour which are (<br>pupils. | lues&   | success crite<br>prior assessr<br>progress aga<br>The culture of<br>perseverance<br>academic su<br>consequence<br>behaviour.<br>Own punctu<br>models high<br>Use behavio | ria for SEN pupils using<br>nent & demonstrate<br>inst success criteria.  | perseverance<br>academic sue  | or nard work,<br>e & 'can do' attituc<br>ccess is <b>routinely</b> a<br>e of teacher's mode                   | direct                                | I he culture of hard work,<br>perseverance & (can do' atti<br>academic success is <b>always</b><br>consequence of teacher's m<br>behaviour.   | a direct<br>odelled  | improv<br>The cul<br>perseve<br>acaden<br>conseq<br>behavio  | support other teacher<br>ing this.<br>ture of hard work,<br>erance & 'can do' attitu<br>nic success is always a<br>uence of teacher's mo<br>our. Teacher will<br>t others to develop th   | ude =<br>direct<br>odelled  | academy-wide view<br>impact of SEN targ<br>hard work, perseve<br>attitude = academic<br>direct consequence<br>modelled behaviou | v on the<br>ets. The culture of<br>rance & 'can do'<br>c success is always a<br>of teacher's<br>r. Teacher will<br>evelop this and can   |

|   | SUAT Po                          |   |  |   |   |                       | SUAT Teacher Apprai  |   |  |  |  |   | TLETON  |
|---|----------------------------------|---|--|---|---|-----------------------|--|---|--|--|--|---|---|
| Staffordshire   | LGCS App                         | endix   |  |   |   | LC                    | GCS Career Stage Expec   | tations   |  |  |  |   | July alle alle  |
| University<br>Academies   | Approve                          | d by  | CEO/LAC  |   | Issue   | Date                  | Sep 2023   |   |  | Review Date  | Sep  | 2026  |   |
| Trust   | Audien                           | ice   | Trustees   |   | ~   |                       | Staff  | ~   |  | Pupils   |  |   | COMMUNITY   |
|   |                                  |   | Local Academy C  | Council   | ~   |                       | Parents  |   |  | General Pub  | lic  |   |   |
| Table 2   |                                  | By (M2)   | Classroom  | By (M4)   |   |                       | Ву (М6)  |   | By (   | UPS1)  |  | By (UPS2)   |   |
| <ol> <li>Promote good prog<br/>outcomes by pupils</li> </ol>                                  | gress and                        |   | progress which is at <b>least</b><br>national expectations.  | <b>routinely</b> in l<br>the academy  | progress which is<br>ine with that need<br>to be in line with<br>uired by the end o                           |                       | Pupils make progress which<br>in line with that needed in t<br>academy to be in line with p<br>required by the end of the k  | he<br>progress  | to ach   | pupils exceed progress e<br>ieve end of key stage<br>tations in the academy.   | 1  | Most pupils exceed<br>to achieve end of ke<br>expectations in the<br>least two years.   | ey stage  |
| 2.1 Be accountable fo<br>attainment, progress<br>outcomes.                                    |                                  | accelerate p  | rogress.   | -   |   | -                     | e can take place about next s<br>tand and know how to help p   |   | progre   | rt others in planning for<br>ess meeting and share go<br>ce.   |  |   |   |
| 2.2 Be aware of pupil<br>their prior knowledge<br>to build on these.                          | e & plan teaching                |   | KU & caters for the class  | recognises Pl   | that routinely<br>KU & caters for the<br>and individual ne  |                       | Plan learning that always<br>recognises PKU & caters for<br>and its differentiated needs   | the class   | extens   | earning that always displa<br>sive recognition of PKU &<br>e class and its differentia   | k caters of<br>ted of  | Plan learning that a<br>extensive & subtle<br>& caters for the clas<br>differentiated need  | recognition of I<br>ss and its  |
| 2.3 Guide pupils to re<br>progress they have m<br>their emerging needs<br>2.4 Demonstrate kno | nade and<br>S.                   | PKU & caters<br>group needs<br>Generally ab<br>for learning<br>the teacher<br>to guide futu | le to design assessment<br>that provides pupils and<br>with valuable information   | recognises Pl<br>and its group<br>Routinely abl<br>for learning t<br>the teacher v<br>to guide futu | KU & caters for the<br>and individual ne-<br>le to design assess<br>hat provides pupil<br>with valuable infor | eds.<br>ment<br>s and | Plan learning that always<br>recognises PKU & caters for<br>class and its differentiated r<br>Always able to design very p<br>assessment for learning tha<br>pupils and the teacher with<br>information to guide future<br>This leads to evidence of ch<br>pupils justifying their thinkin<br>depth to learning. | the<br>needs.<br>precise<br>t provides<br>valuable<br>learning.<br>allenge for<br>ng – adding | extens<br>caters<br>differe<br>Always<br>assess<br>pupils<br>inform<br>This le<br>challer<br>thinkir | •  | cise<br>rovides<br>luable<br>arning.<br>ys<br>their<br>rning.  | Plan learning that a<br>extensive & subtle I<br>PKU & caters for the<br>differentiated need<br>Always able to desig<br>assessment for lear<br>pupils and the teacl<br>information to guid<br>This leads to except<br>always challenging<br>their thinking – add<br>learning.<br>Always demonstrat | recognition of<br>e class and its<br>s.<br>gn very precise<br>ning that provi<br>ner with valuat<br>e future learni<br>cional evidence<br>pupils to justifi<br>ing depth to |
| 2.4 Demonstrate kno<br>understanding of hov<br>and how this impacts                           | w pupils learn<br>s on teaching. | accurate und<br>developmen<br>age group &   | lerstanding of the<br>tal characteristics of the<br>knowledge of how pupils<br>rally accurate & applied to                                 | accurate und<br>development<br>age group &<br>learn is routi  | lerstanding of the<br>tal characteristics of<br>knowledge of how  | pupils                | understanding of the develo<br>characteristics of the age gr<br>knowledge of how pupils les<br>always accurate & applied t<br>groups and individual learni   | opmental<br>oup &<br>arn is<br>o the class,   | & exte<br>develo<br>the ag<br>pupils<br>applie   | ensive understanding of t<br>opmental characteristics<br>e group & knowledge of  | the of the of the of the of the of the other other of the other othe | Always demonstrat<br>extensive & subtle<br>the developmental<br>the age group & kn<br>pupils learn is alway<br>applied incisively to<br>and individual learn  | understanding<br>characteristics<br>owledge of how<br>ys accurate &<br>o the class, grou  |
| 2.5 Encourage pupils<br>responsible & conscie<br>attitude to their work                       | entious                          | quality & dei<br>in presentati<br>Uses praise &   | sists on work of a high<br>mands pride in that work -<br>on, content and quantity.<br>& rewards pupils for high<br>, effort and behaviour. | -quality & der  | sentation, conten   | ť                     | Always insists on work of a l<br>quality & demands pride in<br>work – in presentation, com<br>quantity. Pupil pride is evide<br>demonstrable in the quality  | that<br>tent and<br>ent &   | quality<br>work –<br>quanti<br>eviden  | s insists on work of a hig<br>/ & demands pride in tha<br>- in presentation, conten<br>ity. Pupil pride is always<br>It &always demonstrable<br>ality of work. | at<br>It and   |   |   |

|                             |                        | AT Policy SUAT Teacher Appraisal |                        |                |                      |                              |         |             |                         |                 |                  | TILETO.   |
|-----------------------------|------------------------|----------------------------------|------------------------|----------------|----------------------|------------------------------|---------|-------------|-------------------------|-----------------|------------------|-----------|
| Staffordshire<br>University | LGCS Ap                |                                  |                        |                |                      | LGCS Career Stage Expe       | ctation |             |                         |                 |                  | July 200  |
| Academies                   | Approve                | ed by                            | CEO/LAC                | 2              | Issue Da             | te Sep 2023                  |         |             | Review Date             | Sep 2026        |                  |           |
| Trust                       | Audie                  | nce                              | Trustees               | 5              | ~                    | Staff                        |         | ~           | Pupils                  |                 |                  | COMMUNITY |
|                             |                        |                                  | Local Academy          | Council        | ~                    | Parents                      |         |             | General Publ            | ic              |                  |           |
| Table 3                     |                        | By (M2) C                        | Classroom              | By (M4)        |                      | Ву (М6)                      |         | By (UPS     | 1)                      | By (UPS2)       |                  |           |
| B Demonstrate a goo         | d subject &            | Generally se                     | cure subject           | Routinely disp | plays secure subject | Always displays secure sub   | ject    | Consistent  | ly displays extensive   | Proactively le  | eads research    | n into    |
| curriculum knowledg         | e                      | knowledge i                      | n all core areas;      | knowledge ac   | cross the curriculum | ; knowledge across the curri | culum;  | subject kn  | owledge across the      | new areas ar    | nd initiatives i | in order  |
|                             |                        | acknowledgi                      | ing where              | acknowledgir   | ng where             | acknowledging where          |         | curriculum  | ; able to support       | to dissemina    | te in a meani    | ngful     |
|                             |                        | weaknesses                       | exist and              | weaknesses e   | exist and            | weaknesses exist and         |         | others wit  | h developing this.      | way to whole    | e staff or staf  | f         |
|                             |                        | independen                       | tly addressing.        | independentl   | y addressing.        | independently addressing.    |         |             |                         | groups.         |                  |           |
| 3.1 Have a secure kno       | owledge of             | Generally, d                     | isplays secure subject | Routinely disp | plays secure subject | Always displays secure sub   | ject    | Always dis  | plays secure subject    | Always displa   | ays secure su    | bject     |
| he relevant subject/        | 's &                   | knowledge i                      | n all core areas and   | knowledge in   | all core areas and   | knowledge in all core areas  | and     | knowledge   | in all core areas and   | knowledge ir    | n all core area  | as and    |
| curriculum areas, fos       | ter and                | knows how t                      | these relate to one    | knows how th   | nese relate to one   | knows how these relate to    | one     | knows hov   | v these relate to one   | knows how t     | hese relate to   | o one     |
| naintain pupils' inter      |                        | another.                         |                        | another.       |                      | another.                     |         | another.    |                         | another.        |                  |           |
| subject & address           |                        | Plans and pr                     | actice reflect         | Plans and pra  | ctice reflect        | Plans and practice reflect   |         | Plans and   | practice reflect        | Plans and pra   | actice reflect   |           |
| nisunderstandings           |                        |                                  |                        |                |                      | prerequisite relationships   |         |             | nderstanding of         |                 | lerstanding o    |           |
|                             |                        |                                  | •                      |                | epts which further   | among topics & concepts a    |         |             | -                       |                 | -                |           |
|                             |                        |                                  |                        |                | e of effective       | to necessary cognitive strue |         |             | oncepts and link to     |                 | cepts and link   |           |
|                             |                        |                                  | dagogical approaches   | -              |                      | by pupils to ensure          |         |             | cognitive structures k  |                 | •                |           |
|                             |                        | in the discip                    |                        | discipline.    |                      | understanding and which f    |         |             |                         | pupils to ens   |                  |           |
|                             |                        |                                  |                        | uiseipiirie.   |                      | reflect a range of effective |         |             | further reflect a rang  |                 |                  |           |
|                             |                        |                                  |                        |                |                      | pedagogical approaches in    |         |             | e pedagogical           | of effective p  |                  | arange    |
|                             |                        |                                  |                        |                |                      | discipline.                  |         |             | s in the discipline,    | approaches i    |                  | ne        |
|                             |                        |                                  |                        |                |                      |                              |         |             | inticipating pupil      | always antici   | •                |           |
|                             |                        |                                  |                        |                |                      |                              |         | misconcep   |                         | misconceptio    |                  |           |
| .2 Demonstrate a cr         | itical                 | Keeps up to                      | date with knowledge    | Routinelv kee  | eps up to date with  | Always keeps up to date wi   |         |             | eps up to date with     |                 | s up to date v   | vith      |
| inderstanding of dev        |                        |                                  | -                      | -              | nd has advanced      | knowledge and has advanc     |         |             | and has advanced        |                 | nd has advan     |           |
| n the subject and cu        | •                      |                                  |                        | knowledge of   |                      | knowledge of curriculum      |         |             | e of curriculum         | knowledge o     |                  |           |
| reas, & promote the         |                        |                                  |                        |                | Plans groups of      | progression. Plans groups of |         |             | n. Plans groups of      |                 | Plans groups     | of        |
| cholarship                  |                        |                                  |                        |                | ssessments in        | lessons and assessments in   |         |             | d assessments in        |                 | assessments i    |           |
|                             |                        | colleagues.                      |                        |                |                      | collaboration & shares idea  |         |             |                         |                 |                  |           |
|                             |                        | concugues.                       |                        | colleagues.    | a shares lacas with  | colleagues. Leads the        |         |             | . Leads the             |                 | velopment of     |           |
|                             |                        |                                  |                        | concugues:     |                      | development of schemes o     |         | -           | ent of schemes of       |                 | vork. Always     |           |
|                             |                        |                                  |                        |                |                      | work. Actively supports      |         |             | vely supports & lead    | proactive lea   |                  |           |
|                             |                        |                                  |                        |                |                      | development in curriculum    |         |             |                         |                 |                  |           |
| .3 Demonstrate und          | lorstanding            | Vocabulary i                     | is appropriate to      | Vocabulary is  | well chosen &        | Vocabulary is well chosen    |         |             | y is always well chose  |                 |                  |           |
| of & take responsibili      |                        |                                  |                        |                | pupils' ages and     | & expressive to enrich & ex  |         | pupils' voc |                         |                 | to children & e  | Atenu     |
| promoting high stand        | •                      |                                  |                        | abilities.     | pupils ages allu     | pupils' vocabularies.        | tenu    | pupiis VOC  |                         |                 |                  |           |
| iteracy, articulacy &       |                        |                                  | and abilities.         |                |                      | pupils vocabularies.         |         |             |                         |                 |                  |           |
| ••                          |                        |                                  |                        | ioc includin-  | consistantly correct | grammar and punctuation.     | 0.00    |             | itton English is source | + 9. conforme + | o Standard F     | aglich    |
|                             | e of Standard English, |                                  |                        |                |                      |                              |         |             |                         |                 |                  |           |

| SUAT  |  |  |  |  |                                | SUAT Teacher Apprai  |  |   |  |   |  | STLETON GR  |
|---|--|--|--|--|--------------------------------|--|--|---|--|---|--|---|
| Staffordshire LGCS A  | opendix  |  |  |  | LC                             | GCS Career Stage Expec   | tations                                      |   |  |   |  | JAT MAN ME  |
| University<br>Academies Approv  | ved by   | CEO/LAC  |  | Issue I  | Date                           | Sep 2023   |  |   | Review Date  | Sep                                     | 2026   |   |
| Trust   | ence   | Trustees   |  | ~  |                                | Staff  | ~  |   | Pupils   |   |  | COMMUNITY SCHO  |
|   |  | Local Academy C  | ouncil   | ~  |                                | Parents  |  |   | General Publi  | ic                                      |  |   |
| Table 4   | By (M2)  |  | By (M4)  |  |                                | By (M6)  |  | By (L   | JPS1)  |   | By (UPS2)  |   |
| 4 Plan and teach well-structured  | Able to ider   | ntify clear learning   | Routinely al   | ble to identify clea   | r                              | Always able to identify cle  | ar learning                                  | Alway   | s able to identify clear l   | earning                                 | Always able to iden  | tify clear learnin  |
| lessons   | objectives &<br>stimulating<br>challenge, r                  | & success criteria. Plan<br>learning with pace &<br>naking clear the purpose<br>ing, including sharing the                   | learning obj<br>criteria. Plai<br>with pace &<br>the purpose | jectives & success<br>n stimulating learn<br>a challenge, making   | ing<br>g clear                 | objectives & success criter<br>stimulating learning with p<br>challenge, making clear th<br>of the learning, including s   | ria. Plan<br>bace &<br>e purpose             | object<br>stimul<br>challer<br>of the<br>bigger       | ives & success criteria.<br>ating learning with pace<br>nge, making clear the p  | Plan<br>e &<br>urpose<br>ring the<br>rt | objectives & succes<br>point accuracy. Plan<br>learning with pace  | ss criteria with pi<br>n stimulating<br>& challenge,<br>urpose of the |
| 4.1 Impart knowledge and develop<br>understanding through effective us<br>of lesson time  | se review/refle  | ans learning taking accoun<br>action. Actively uses AfL to   |  |  |                                |  |  |   | rts others to develop th   |   |  |   |
|   | enthusiasm<br>demonstrat                                     | for learning and pupils<br>this through their<br>cipation, curiosity &   | enthusiasm<br>demonstrat                                     | onveys a genuine<br>for learning and p<br>the this through the<br>cipation, curiosity of<br>learning           | ir                             | Always conveys a genuine<br>enthusiasm for learning ar<br>demonstrate this through<br>active participation, curios<br>initiative in learning.  | nd pupils<br>their                           |   |  | 1                                       | Always conveys a g<br>enthusiasm for lear<br>always demonstrat<br>their active particip<br>initiative in learning      | rning and pupils<br>e this through<br>pation, curiosity &             |
|   | variety of te<br>strategies &<br>into accoun<br>types of lea | eaching and learning<br>resources which take<br>t the needs of different<br>rners. Takes into account<br>r pace & challenge. | stimulating<br>of teaching<br>resources w<br>the needs o     | learning using a va<br>& learning strateg<br>vhich take into acco<br>f different types o<br>eacher incorporate | ariety<br>ies and<br>ount<br>f | Enthusiastic about teachir<br>stimulating learning using<br>lof teaching & learning stra<br>resources which take into<br>the needs of different type<br>learners. Teacher incorpoo<br>& challenge. | a variety<br>ategies and<br>account<br>es of | stimul<br>range<br>strateg<br>into ac<br>types        | ating learning using a w<br>of teaching & learning<br>gies and resources whic<br>ccount the needs of diff  | vide<br>ch take<br>erent                | Supports others to   | develop this.   |
| 4.3 Set homework and plan other<br>out-of-class activities to consolidat<br>and extend the knowledge and<br>understanding pupils have acquire | e guidelines.<br>homework<br>d challenging<br>completion     | vork in line with academy<br>Generally, sets<br>which is appropriately<br>for independent<br>based on assessment.            | Routinely se<br>differentiate<br>challenging<br>completion   | ets homework whi<br>ed and appropriate<br>for independent<br>based on assessm                                  | ely<br>ent.                    | Always sets homework wh<br>appropriately differentiate<br>challenging for independe<br>completion based on asse<br>varying needs of individua<br>groups.   | ed and<br>nt<br>ssment of<br>Is &            | Alway<br>appro<br>challer<br>compl<br>varyin<br>group | s sets homework which<br>priately differentiated &<br>nging for independent<br>etion based on assessm<br>g needs of individuals &<br>s.                              | is<br>&<br>nent of                      | Always sets homew<br>point accuracy, diff<br>appropriately & ch<br>independent comp<br>assessment of vary<br>children. | erentiated<br>allenging for<br>letion based on<br>ing needs of        |
| 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching   | effectivene<br>can identify<br>developme                     | ss of own teaching and<br>professional<br>nt needs.<br>of resources for learning   | effectivenes<br>can identify<br>developmer                   | ss of own teaching<br>professional<br>nt needs.<br>of resources for le   | and                            | Regularly and independen<br>evaluates effectiveness of<br>teaching with accuracy an<br>identify professional deve<br>needs. Knowledge of reso<br>learning is outstanding.                          | own<br>d can<br>lopment                      | effecti<br>accura<br>needs<br>develo                  | tently reflects and eval<br>iveness of own teaching<br>acy and can identify CPE<br>. Contributes to coachir<br>oping others. Support of<br>ng for effective resource | g with<br>)<br>ng &<br>thers in ;       | Always reflects and<br>effectiveness of ow<br>accuracy and can ic<br>professional develo<br>and can support ot         | n teaching with<br>lentify<br>opment needs                            |
| 4.5 Contribute to the design and<br>provision of an engaging curriculur<br>within the relevant subject area(s)                                | Contributes<br>n team.                                       | to planning within the   | Contributes  | 0  | and to                         | Leads team &/or whole sc<br>projects and initiatives.  | hool   |   | o lead on any aspect of  | the .                                   | Able to lead on any whole-school impro   | •   |

|                         | SUAT Po          | olicy        |                           |              |                     |         | SUAT Teacher Apprai         | isal        |        |                          |           |                     | TLETON GA         |
|-------------------------|------------------|--------------|---------------------------|--------------|---------------------|---------|-----------------------------|-------------|--------|--------------------------|-----------|---------------------|-------------------|
| Staffordshire           | LGCS App         | endix        |                           |              |                     | LG      | CS Career Stage Expec       | ctations    |        |                          |           |                     | STILL OF          |
| University<br>Academies | Approve          | d by         | CEO/LAC                   |              | Issue               | Date    | Sep 2023                    |             |        | Review Date              | Sep       | 2026                |                   |
| Trust                   | Audien           | ice          | Trustees                  |              | ~                   |         | Staff                       | ~           |        | Pupils                   |           |                     | COMMUNITY SCH     |
|                         |                  |              | Local Academy C           | Council      | ~                   |         | Parents                     |             |        | General Pub              | lic       |                     |                   |
| Table 5                 |                  | By (M2)      |                           | By (M4)      |                     |         | By (M6)                     |             | By (   | UPS1)                    |           | By (UPS2)           |                   |
| 5 Adapt teaching to     | o respond to     | Differentia  | tion of task is generally | Differentiat | tion of task and o  | lirect  | Differentiation of task ar  | nd direct   | Differ | entiation of task and    | direct    |                     |                   |
| the strengths and r     | needs of all     | accurate ba  | ased on assessment        | teaching in  | put is accurately   |         | teaching input is always    |             | teach  | ing input is always      |           |                     |                   |
| pupils                  |                  |              |                           | pitched and  | d effective for va  | st      | accurately pitched and e    | effective,  | accur  | ately pitched and effe   | ective    |                     |                   |
|                         |                  |              |                           | majority of  | time, based on      |         | based on accurate assess    | sment       | for al | pupils, based on acc     | urate     |                     |                   |
|                         |                  |              |                           | accurate as  | sessment            |         |                             |             | asses  | sment.                   |           |                     |                   |
| 5.1 Know when and       | d how to         | Differentia  | tion of task is accurate  | Differentia  | tion of task is acc | urate   | Differentiation is clear fo | or all      | Differ | entiation is accurate    | and       |                     |                   |
| differentiate appro     | opriately, using | for key abil | lity groups. There is     | for key abil | ity groups. There   | is      | pupils.                     |             | exten  | sive for all pupils.     |           |                     |                   |
|                         |                  |              | f planning and delivery   |              | f planning and de   |         |                             |             |        |                          |           |                     |                   |
| be taught effective     |                  |              | ntiated guided group      |              | tiated guided gro   |         |                             |             |        |                          |           |                     |                   |
| _                       |                  | input and ι  | use of resources          | and whole    | class input.        |         |                             |             |        |                          |           |                     |                   |
| 5.2 Have a secure u     | understanding    | Accepts res  | sponsibility for the      | Fully accept | ts responsibility   | or the  | Always fully accepts resp   | onsibility  | Alway  | s fully accepts respor   | nsibility | Always fully acce   | ots responsibilit |
| of how a range of f     | factors can      | success of a | all pupils & draws on     |              | all pupils & draws  |         | for the success of all pup  |             |        | e success of all pupils  |           | for the success of  | •                 |
| inhibit pupils' abilit  | ty to learn, and | limited rep  | ertoire of strategies to  | repertoire   | of strategies to    |         | draws on broad repertoi     | ire of      | draws  | s on extensive reperto   | oire of   | draws on very ex    | tensive repertoi  |
| how best to overco      | ome these        | overcome     | any inhibiting factors    | overcome a   | any inhibiting fac  | tors    | strategies to overcome a    | any         | strate | gies to overcome any     | /         | of strategies to o  | vercome any       |
|                         |                  | which may    | adversely affect pupils.  | which may    | adversely affect    | pupils. | inhibiting factors which r  | may         | inhibi | ting factors which ma    | ay        | inhibiting factors  | which may         |
|                         |                  | -            |                           |              |                     |         | adversely affect pupils. P  | Persists in | adver  | sely affect pupils. Sup  | oports    | adversely affect p  | oupils. Supports  |
|                         |                  |              |                           |              |                     |         | seeking effective approa    | iches.      | other  | s in this.               |           | others in this.     |                   |
| 5.3 Demonstrate a       | n awareness of   | Able to ma   | ke awareness of the       | Routinely a  | ble to make succ    | essful  | Always able to make suc     | cessful     | Alway  | s able to make succe     | ssful     | Always able to m    | ake successful    |
| the physical, social    | and intellectual | physical, sc | ocial and intellectual    | adjustment   | ts to lessons which | :h      | adjustments to lessons w    | which       | and a  | ccurate adjustments      | to        | adjustments with    | pin point         |
| development of ch       | ildren, and      | developme    | ent of pupils.            | reflect thei | r awareness of th   | ne      | reflect their awareness o   | of the      | lessor | ns which reflect awar    | eness of  | accuracy to lesso   | ns which reflect  |
| know how to adap        | t teaching to    |              |                           | physical, so | cial and intellect  | ual     | physical, social and intell | lectual     | the p  | hysical, social and inte | ellectual | awareness of the    | physical,         |
| support pupils' edu     | ucation at       |              |                           | developme    | nt of pupils.       |         | development of pupils.      |             | devel  | opment of pupils.        |           | social and intelled | ctual             |
| different stages of     | development      |              |                           |              |                     |         |                             |             |        |                          |           | development of p    | oupils.           |
| 5.4 Have a clear un     |                  | Can use the  | e SEN register and inter  | nal informat | ion to identify th  | e need  |                             |             |        |                          |           |                     |                   |
| the needs of all pu     |                  | Learning ac  | ctivities generally       | Learning ac  | tivities routinely  |         | Learning activities always  | 's suitable | Learn  | ing activities always h  | nighly    | Learning activitie  | s always highly   |
| those with special      |                  |              | the diverse learners &    | suitable to  | the diverse learn   | ers &   | to the diverse learners &   | k support   | suitat | ole to the diverse lear  | ners &    | suitable to the div | verse learners 8  |
|                         |                  | support the  | e learning outcomes.      |              | e learning outcor   |         | the learning outcomes. I    | -           | suppo  | ort the learning outco   |           | support the learn   | -                 |
| with English as an a    |                  | -            | o engage children in      |              | o engage childrer   |         | to engage pupils in high l  | level       | -      | ned to engage childre    |           | Designed to alwa    |                   |
| language; those wi      |                  | -            | cognitive activity and    |              | cognitive activity  |         | cognitive activity and are  | e           |        | sive high level cogniti  |           | in extensive high   | -                 |
| and be able to use      |                  |              | ntiated as appropriate    | are differer | ntiated as approp   | oriate  | differentiated as approp    | riate for   | activi | ty and are differentiat  | ted as    | activity and are d  | ifferentiated as  |
| distinctive teaching    |                  | for individu | ual learners.             | for individu | ial learners.       |         | individual learners.        |             | appro  | priate for individual    |           | appropriate for ir  | ndividual         |
| engage and suppor       | rt them.         |              |                           |              |                     |         |                             |             | learn  | ers.                     |           | learners.           |                   |
|                         |                  | Able to pla  | n for and deploy adult s  | upport to in | npact on pupil er   | igagem  | ent and progress.           |             | Can s  | upport others to deve    | elop      | May lead academ     | nic mentoring     |
|                         |                  |              |                           |              |                     |         |                             |             | this.  |                          |           | programmes.         |                   |

| ]                         | SUAT P           | olicy        |                             |               |                    |         | SUAT Teacher Apprais                 | sal        |            |  |        |                                   | TLETON GR          |
|---------------------------|------------------|--------------|-----------------------------|---------------|--------------------|---------|--------------------------------------|------------|------------|--|--------|-----------------------------------|--------------------|
| Staffordshire             | LGCS App         | oendix       |                             |               |                    | LO      | SCS Career Stage Expect              | tations    |            |  |        |                                   | STITLE OF          |
| - University<br>Academies | Approve          | d by         | CEO/LAC                     |               | Issue              | Date    | Sep 2023                             |            | Re         | eview Date                               | Sep    | 2026                              |                    |
| Trust                     | Audier           | nce          | Trustees                    |               | ~                  |         | Staff                                | ~          |            | Pupils                                   |        |                                   | COMMUNITY SCHO     |
|                           |                  |              | Local Academy Co            | ouncil        | ~                  |         | Parents                              |            |            | General Publ                             | ic     |                                   |                    |
| Table 6                   |                  | By (M2)      |                             | By (M4)       |                    |         | By (M6)                              |            | By (UPS    | 51)                                      |        | By (UPS2)                         |                    |
| 6 Make accurate and       | d productive use | Accurate us  | e of assessment to          | Routinely ac  | ccurate use of     |         | Consistently accurate use            | of         | Supports   | others in accurately                     | /      |                                   |                    |
| of assessment             |                  | guide learni | ing within class, including | assessment    | to guide learning  | within  | assessment to guide learni           | ing within | assessing  | work/learning.                           |        |                                   |                    |
|                           |                  | accurate as  | sessment of                 | class, includ | ing accurate asse  | ssment  | class, including accurate as         |            |            |  |        |                                   |                    |
|                           |                  | work/learni  | ng.                         | of work/lear  | rning within key s | tage.   | of work/learning across pr<br>phase. | rimary     |            |  |        |                                   |                    |
| 6.1 Know and unders       | stand how to     | Approach to  | o assessment is generally   | Approach to   | o assessment is ro | utinely | Approach to assessment is            | s fully    | Approach   | n to assessment is fu                    | lly    |                                   |                    |
| assess the relevant s     | ubject and       | aligned to a | II learning outcomes in     | aligned to al | II learning outcom | nes in  | aligned to all learning outo         | comes in   | aligned to | o all learning outcon                    | nes in |                                   |                    |
|                           | о ,              |              |                             |               | et subject & statu | itory   | order to meet subject & st           |            | order to ı | meet subject & statu                     | utory  |                                   |                    |
| assessment requiren       | nents            | assessment   | requirements.               | assessment    | requirements.      |         | assessment requirements.             |            |            | ent requirements.                        |        |                                   |                    |
|                           |                  |              |                             |               |                    |         |                                      |            |            | ent methodologies                        |        |                                   |                    |
|                           |                  |              |                             |               |                    |         | Assessment methodologie              | •          | •          | for individual pupils                    | as     |                                   |                    |
|                           |                  |              |                             |               |                    |         | for individual pupils as nee         | eded.      | needed.    |  |        |                                   |                    |
|                           |                  |              |                             |               |                    |         |                                      |            |            | se assessment stand<br>or others to use. | ards & |                                   |                    |
| 6.2                       |                  | Generally a  | ble to make use of a        | Routinely at  | ole to make use o  | fa      | Always able to make use o            | ofa        |            | ble to make use of a                     |        | Always able to mal                | ke use of a        |
| Make use of formativ      | ve and           | ,            |                             | ,             | mative & question  |         | range of formative & adva            |            | ,          | ge of formative& ad                      |        | •                                 |                    |
| summative assessme        |                  | techniques.  |                             | techniques.   |                    |         | higher order questioning t           |            | U .        | 0  |        | ,                                 | 0                  |
| secure pupils' progre     |                  |              |                             |               |                    |         | to provide accurate &                |            | -          | e accurate &                             |        | questioning techni                | -                  |
|                           |                  |              |                             |               |                    |         | understandable feedback.             |            |            | ndable feedback that                     |        |                                   |                    |
|                           |                  |              |                             |               |                    |         |                                      |            | to progre  | ession.                                  |        | that leads to progr               | ession.            |
|                           |                  | Generally a  | ble to use summative        | Routinely ab  | ole to use summa   | tive    | Always able to use summa             | ative      |            |  |        |                                   |                    |
|                           |                  | subject and  | whole school                | subject and   | whole school       |         | subject and whole school             |            |            |  |        |                                   |                    |
|                           |                  | assessment   | so that data and            | assessment    | so that data and   |         | assessment so that data ar           | nd         |            |  |        |                                   |                    |
|                           |                  | reporting is |                             | reporting is  |                    |         | reporting is accurate.               |            |            |  |        |                                   |                    |
| 6.3 Use relevant data     |                  |              | ny tracking system to reco  |               | - ·                |         | , ,                                  |            | T          |  |        |                                   |                    |
| progress, set targets     | , and plan       |              | e progress of the class as  | •             |                    |         | Always monitors the progr            |            |            |  |        |                                   |                    |
| subsequent lessons        |                  |              | <b>e</b> ,                  | . 0           | oups & individual  | s and   | class, groups & individuals          |            | . 0        | ups, individuals and                     |        | class, groups & ind               |                    |
|                           |                  | -            | •                           | ,             | es diagnostic      |         | systematically uses diagno           |            |            | ically uses diagnosti                    |        | incisively uses diag              | •                  |
|                           |                  | learning and |                             |               |                    | and set | information to plan focuse           | 0          |            | • • • •                                  |        | information to plai               | • •                |
| C.A. Church II            | 1                |              |                             | appropriate   | -                  | ,       | and set appropriate target           |            | -          | and set appropriate                      | -      |                                   |                    |
| 6.4 Give pupils regul     |                  |              |                             |               | routinely timely 8 |         | Feedback is always timely            | •          |            | is always timely &                       |        | Feedback is always                | •                  |
| both orally and throu     | 0                |              |                             |               | curate. Pupils kno |         | accurate. Pupils know succ           |            | ,          | accurate. Pupils kno                     |        | incisively accurate.              |                    |
| marking, and encour       |                  |              |                             |               |                    |         | criteria and respond very v          |            |            | riteria and respond                      |        | success criteria and              |                    |
| respond to the feed       | Jack.            | an action, c | hallenge or question.       | an action, cr | hallenge or questi | 011.    | action, challenge or questi          |            | question.  | ly to an action, chall                   | -      | excellently to an ac<br>question. | cuon, challenge of |
|                           |                  |              |                             |               |                    |         |                                      |            | question.  |  |        | question.                         |                    |

| Γ  | SUAT PO  | olicy  |  |   |   |  | SUAT Teacher Apprai   | isal  |   |   |  |  | STON -  |
|--|--|--|--|---|---|--|---|---|---|---|--|--|---|
| Staffordshire  | LGCS App   | endix  |  |   |   | LG   | CS Career Stage Expec   |   |   |   |  |  | JULTILETON GREET  |
| - University<br>Academies  | Approve  | d by   | CEO/LAC  |   | Issue   |  | Sep 2023  |   |   | Review Date   | Sep  | 2026   |   |
| Trust  | Audier   | nce  | Trustees   |   | ~   |  | Staff   | ~   |   | Pupils  |  |  | Conner School   |
|  | , laalel   |  | Local Academy C  | ouncil  | ~   |  | Parents   |   |   | General Put   | olic   |  |   |
| Table 7  |  | By (M2)  |  | By (M4)   |   |  | By (M6)   |   | By (l   | JPS1)   |  | By (UPS2)  |   |
| 7 Manage behaviou<br>ensure a good and s<br>environment  | afe learning   | generally n  |  | consistently  |   |  | Academy wide expectati<br>always met.   |   |   | orts others in develop  |  | Leads whole-sch<br>improvement or<br>strand.   |   |
| 7.1 Have clear rules<br>for behaviour in class<br>take responsibility for<br>good and courteous<br>both in classrooms a<br>school, in accordand<br>school's behaviour p<br>7.2 Have high expect<br>behaviour, and esta<br>framework for discip<br>range of strategies,<br>sanctions and rewar<br>consistently and fair | ssrooms, and<br>or promoting<br>s behaviour<br>and around the<br>ce with the<br>policy<br>stations of<br>blish a<br>pline with a<br>using praise,<br>rds | in small gro<br>productive<br>unsupervis<br>behaviour<br>generally a<br>teacher's e<br>modelled <u>b</u><br>The classro<br>is generally<br>because st<br>clear and t<br>pupil behav<br>poor behav<br>in line with<br>Teacher re<br>range of st | bups are generally<br>ly engaged whilst<br>ed. The culture of good<br>and manners is<br>direct consequence of<br>expectation and<br>behaviour.<br>bom is safe and learning<br>accessible to all pupils<br>andards of conduct are<br>he teacher is alert to<br>viour. Their response to<br>viour. Their response to<br>viour is appropriate and<br>the agreed policy.<br>sponse is fair and a<br>rategies are used. | in small gro<br>productivel<br>unsupervise<br>behaviour a<br>routinely a<br>teacher's hi<br>modelled b<br>The classroo<br>is routinely<br>because sta<br>clear and th<br>pupil behav<br>poor behav<br>in line with<br>Teacher res<br>and a range<br>in a timely r | ups are routinely<br>y engaged whils<br>ed. The culture of<br>and good manne<br>direct conseque<br>igh expectations<br>ehaviour.<br>om is safe and le<br>accessible to all<br>andards of condu-<br>te teacher is aler<br>viour. Their respo | y<br>t<br>f good<br>rs is<br>nce of<br>and<br>earning<br>pupils<br>uct are<br>t to<br>onse to<br>onse to<br>onse to<br>ate and<br>cy.<br>ly fair<br>e used<br>s used | Routines are always clea<br>small groups are always<br>productively engaged wh<br>unsupervised. The cultur<br>behaviour and good mar<br>always a direct conseque<br>teacher's high expectatio<br>modelled behaviour.<br>The classroom is safe and<br>is always accessible to al<br>because standards of con<br>clear and the teacher is a<br>pupil behaviour. Their re<br>poor behaviour is approp<br>in line with school policy<br>Teacher response is alwa<br>appropriate, consistent a<br>and a good range of strai<br>used in a timely manner.<br>used authentically and<br>consistently. | hilst<br>re of good<br>nners is<br>ence of<br>ons and<br>d learning<br>Il pupils<br>nduct are<br>alert to<br>esponse to<br>priate and<br>/.<br>ays<br>and fair<br>itegies are | small<br>produce<br>unsup<br>behav<br>conse<br>teache<br>mode<br>The cli<br>always<br>becau<br>very c<br>compe<br>respon<br>consid<br>to poc<br>in line<br>respon<br>consis<br>of stra<br>manne | groups are always<br>ctively engaged whil<br>vervised. The culture<br>iour and manners is<br>quence of consistent<br>er expectations and<br>lled behaviour.<br>assroom is safe and le<br>s accessible to all pupi<br>se standards of condu<br>lear and the teacher is | st<br>of good<br>always a<br>tly high<br>arning is<br>ils<br>ict are<br>s highly<br>nd<br>bur with<br>response<br>vriate and<br>eacher<br>ate,<br>od range<br>mely |  |   |
| 7.3 Manage classes<br>using approaches w<br>appropriate to pupil<br>order to involve and<br>them   | hich are<br>ls' needs in<br>l motivate   | Routines for<br>are adequa<br>performing<br>generally e<br>Support sta<br>adequately   | ate. Systems for<br>g non-teaching tasks are<br>effective.<br>aff are generally<br>y engaged and directed.   | Routines fo<br>are adequa<br>performing<br>routinely ef<br>Support sta<br>adequately  | r handling equip<br>te. Systems for<br>non-teaching ta<br>ffective.<br>ff are routinely<br>engaged and dir  | ment<br>sks are<br>rected.   | Routines for handling eq<br>are adequate. Systems fo<br>performing non-teaching<br>always effective.<br>Support staff are always<br>adequately engaged and  | quipment<br>or<br>g tasks are<br>d directed.  | Transi<br>pupils<br>Routir<br>seam<br>non-te<br>establ<br>substa<br>learnii   | tions occur smoothly<br>assuming responsibili<br>ies for handling equip<br>ess. Systems for perfo<br>eaching tasks are well<br>ished. Support staff m<br>intial contribution to t<br>ng environment.  | ity.<br>ment are<br>rming<br>nake a<br>the   | pupils taking resp<br>for handling equi<br>seamless. System<br>performing non-t<br>always well-estab | s for<br>eaching tasks are<br>lished. Support<br>tantial contributior |
| 7.4 Maintain good ro<br>with pupils, exercise<br>authority, and act do<br>necessary.   | e appropriate  | friendly and<br>care and re<br>nurturing a   | nd age appropriate.  | routinely frie<br>respect. Rela<br>nurturing an   | bil relationships a<br>endly and show c<br>ationships are rou<br>nd age-appropriat<br>regard for the tea  | are and<br>utinely<br>.e.  | Teacher-Pupil relationship<br>always friendly and show<br>care and respect. Relation<br>consistently nurturing and<br>appropriate. Pupils have re<br>the teacher's authority.   | warmth,<br>nships are<br>d age-   | alway:<br>care a<br>demoi   | er-Pupil relationships<br>s friendly and show wand<br>nd respect. Pupils<br>nstrate a caring appro-<br>nother's treatment of  | armth,<br>bach for   |  |   |

|  | SUAT P            | olicy         |                            |               |                     |          | SUAT Teacher Apprai          | isal        |             |                                      |               |                                      | STLETON GR          |
|--|-------------------|---------------|----------------------------|---------------|---------------------|----------|------------------------------|-------------|-------------|--------------------------------------|---------------|--------------------------------------|---------------------|
| 2 Staffordshire                            | LGCS App          | endix         |                            |               |                     | LG       | GCS Career Stage Expec       | tations     |             |                                      |               |                                      | STITLE CAP          |
| University<br>Academies                    | Approve           | d by          | CEO/LAC                    |               | Issue               |          | Sep 2023                     |             | R           | eview Date                           | Sep           | 2026                                 |                     |
| Trust                                      | Audier            | ice           | Trustees                   |               | ~                   |          | Staff                        | ~           |             | Pupi                                 | ils           |                                      | COMMUNITY SCH       |
|  |                   |               | Local Academy C            | ouncil        | ~                   |          | Parents                      |             |             | General                              | Public        |                                      | 22.24800 23         |
| Table 8                                    |                   | By (M2)       |                            | By (M4)       |                     |          | By (M6)                      |             | By (UPS:    | 1)                                   |               | By (UPS2)                            |                     |
| 8. Fulfil wider profe                      |                   |               | nake a wider               |               | v make a wider      |          | Always make a wider          |             | -, (        | -/                                   |               | _ / ( • • • = /                      |                     |
| responsibilities                           |                   |               | to the academy.            | -             | to the academy.     |          | contribution to the acader   | my.         |             |                                      |               |                                      |                     |
| 8.1 Make a positive                        | contribution to   |               | s the high performance     |               | s the high perform  |          | Understands the high perf    |             | Underst     | ands the high pe                     | erformance    | Understands the                      | high performanc     |
| the wider life and et                      |                   | culture of th | ne academy and support     | culture of th | ne academy and s    | upport   | culture of the academy an    | nd support  |             |                                      |               | culture of the aca                   | demy and suppo      |
| school                                     |                   | the ethos by  | y being involved in        | the ethos by  | y playing a proacti | ive role | the ethos by taking a leadi  | ing role in | the etho    | s by helping bui                     | ild & support | the ethos by lead                    | ing, building and   |
|  |                   | events and    | wider initiatives.         | in events an  | d wider initiatives | 5.       | events and wider initiative  | es.         |             | y-wide teams. T<br>nd wider initiati |               | supporting acade                     | my- wide teams.     |
| 8.2 Develop effective                      | e professional    | Maintains e   | ffective relationships     | Maintains ro  | outinely effective  |          | Relationships with colleag   | ues are     | Relation    | ships with colle                     | agues are     | Highly competen                      | t relationships wi  |
| relationships with co                      | olleagues,        | with colleag  | ues and can seek advice    | relationship  | s with colleagues   | and      | characterised by mutual s    | upport and  | characte    | rised by high re                     | gard, mutual  | colleagues & gov                     | ernors are          |
| knowing how and w                          | hen to draw on    | and support   | in an appropriate and      | can seek ad   | vice and support i  | n an     | cooperation; giving and se   | eeking      | support     | and cooperatio                       | n; giving and | characterised by                     | respect, mutual     |
| advice and specialist                      | support           | timely mani   | ner.                       | appropriate   | and timely mann     | er.      | advice and support in an a   | appropriate | eseeking    | advice and supp                      |               | support and coop                     |                     |
|  |                   |               |                            |               |                     |          | and timely manner.           |             | appropr     | iate and timely                      |               | the initiative in g                  |                     |
|  |                   |               |                            |               |                     |          |                              |             |             |                                      |               | advice and suppo                     |                     |
|  |                   |               |                            |               |                     |          |                              |             |             |                                      |               | decisively to supp                   |                     |
| 8.3Deploy support s                        | taff & other      |               | s are generally            |               | s are routinely we  |          | Other adults are always w    |             |             | staff make a su                      |               | Support staff alw                    |                     |
| adults effectively                         |                   |               | engaged and directed to    |               | d directed to supp  | oort     | engaged and directed to s    | upport      |             | tion to learning                     |               | substantial contr                    |                     |
|  |                   | support lea   | ning.                      | learning.     |                     |          | learning.                    |             | '           | •                                    |               | because of the w                     | ,                   |
|  |                   |               |                            |               |                     |          |                              |             | way the     | y are deployed.                      |               | planned and the                      |                     |
|  |                   |               |                            |               |                     |          |                              |             |             |                                      |               | deployed. They a<br>engaged and dire | • •                 |
|  |                   | Particinates  | in professional activities | Seeks out o   | nortunities for     |          | Seeks out opportunities fo   | or          | Seeks or    | it opportunities                     |               | 00                                   | unities for CPD to  |
|  |                   | •             | •                          |               | l development to    |          | professional development     |             |             | onal developme                       |               | enhance content                      |                     |
|  |                   | •             | 0 ,                        | •             | ntent knowledge a   | and      | enhance content knowled      |             | •           | content knowl                        |               |                                      | and systematicall   |
|  |                   | advice from   |                            |               | 0                   |          | pedagogical skill. Seeks ou  | 0           |             |                                      |               | finds opportuniti                    | •                   |
|  |                   |               | -                          |               |                     |          | and advice from colleague    |             |             | portunities for r                    |               | Seeks out feedba                     |                     |
|  |                   | Proactive in  | managing own learning      | on it.        | C C                 |          | participates actively in sup | oporting    | Seeks ou    | it feedback and                      | advice from   | colleagues and pa                    | articipates activel |
|  |                   | and not relia | ant on others to research  |               |                     |          | and developing others.       |             | colleagu    | es and participa                     | ites actively | in developing oth                    | ers. Initiates      |
|  |                   | and find thi  | ngs out.                   |               |                     |          |                              |             | in suppo    | rting and devel                      | oping others. | important activit                    | ies to contribute t |
|  |                   |               |                            |               |                     |          |                              |             |             |                                      |               | MAT developme                        | nt.                 |
| 8.4 Take responsibili                      | ity for improving | Complete a    | research project and       | Complete a    | research project a  | and      | Takes responsibility for a s | subject/    | Takes re    | sponsibility for                     | a subject/    | Support others a                     | s subject leaders.  |
| teaching through cp<br>advice and feedback |                   |               | s impact in class          | measure i ir  | npact across the s  | school   | area                         |             | area ide    | ntified in the SI                    | OP.           |                                      |                     |
| 8.5 Communicate ef                         | fectively with    | Provides eff  | ective information to      | Routinely pr  | rovides effective   |          | Always provides effective    |             | Always p    | provides very ef                     | fective       |                                      |                     |
| parents with regard                        | to pupils'        | parents/car   | ers. Knows when to ask     | information   | to parents/carers   | s about  | information about learnin    | g, progress | Information | tion about learn                     | ing, progress |                                      |                     |
| achievements and w                         | ell-being.        | for support   | with potentially tricky    | learning, pr  | ogress and pastor   | al care. | and pastoral care. Respon    | ses to      | and past    | oral care. Respo                     | onses to      |                                      |                     |
|  |                   | issues.       |                            |               |                     |          | concerns are handled with    | า           |             | s are handled w                      | ith excellent |                                      |                     |
|  |                   |               |                            |               |                     |          | professional sensitivity.    |             | professio   | onalism.                             |               |                                      |                     |