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|---------------|--------------------------------|------------|---------|----------|-------------|----------------|----------|
| SUAT Policy   | SUAT Teacher Appraisal         |            |         |          |             |                |          |
| LGCS Appendix | LGCS Career Stage Expectations |            |         |          |             |                |          |
| Approved by   | CEO/LAC                        | Issue Date |         | Sep 2023 | Review Date |                | Sep 2026 |
| Audience      | Trustees                       | ✓          | Staff   |          | ✓           | Pupils         |          |
|               | Local Academy Council          | ✓          | Parents |          |             | General Public |          |

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 (where applicable) | Directly linked to raising standards in their subject area   |

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

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| Table A  | By (M2)   | By (M4)   | By (M6)  | By (UPS1)  | By (UPS2)  | By (UPS 3)   |
|--|---|---|--|--|--|--|
| 1(See Table)<br>Set high expectations which inspire, motivate and challenge pupils             | Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)  | Teaching over time is judged as the vast majority being consistently good as a minimum. (Correlated with pupil progress)  | Teaching over time is judged as consistently good with many outstanding elements as a minimum. (Correlated with pupil progress)  | Teaching over time is judged as always consistently good and often outstanding as a minimum.(Correlated with pupil progress)   | Teaching over time is judged as always consistently good and at least half outstanding as a minimum. (Correlated with pupil progress)  | UPS 3 requires all of UPS2 milestones to have been met in full over a two year period and to be sustained over time in line with the criteria for UPS. |
| 2. (See Table 2)<br>Promote good progress and outcomes by pupils                               | Pupils make progress which is at <b>least in line with national expectations.</b>   | Pupils make progress which is <b>routinely</b> in line with that needed in the academy to be in line with progress required by the end of the key stage. (minimum of yellow rag rating)                   | Pupils make progress which is <b>always</b> in line with that needed in the academy to be in line with progress required by the end of the key stage.  | Many pupils exceed progress expected to achieve end of key stage expectations in the academy.  | Most pupils exceed progress expected to achieve end of key stage expectations in the academy for at least two years.   |  |
| 3 (See Table 3)<br>Demonstrate a good subject & curriculum knowledge                           | Generally secure subject knowledge in all core areas; acknowledging where weaknesses exist and independently addressing.  | Routinely displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.   | Always displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.   | Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this.  | Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to whole staff or staff groups.  |  |
| 4 (See Table 4)<br>Plan and teach well-structured lessons                                      | Able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. | Routinely able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. | Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. | Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others with this. | Always able to identify clear learning objectives & success criteria with pin point accuracy. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. |  |
| 5 (see Table 5)<br>Adapt teaching to respond to the strengths and needs of all pupils          | Differentiation of task is generally accurate based on assessment   | Differentiation of task and direct teaching input is accurately pitched and effective for vast majority of time, based on accurate assessment   | Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment   | Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils, based on accurate assessment.   |  |  |
| 6 (see Table 6)<br>Make accurate and productive use of assessment                              | Accurate use of assessment to guide learning within class, including accurate assessment of work/learning.  | Routinely accurate use of assessment to guide learning within class, including accurate assessment of work /learning within key stage.  | Consistently accurate use of assessment to guide learning within class, including accurate assessment of work/learning across primary phase.   | Supports others in accurately assessing work/learning.   |  |  |
| 7 (see Table 7)<br>Manage behaviour effectively to ensure a good and safe learning environment | Academy wide expectations are generally met.  | Academy wide expectations are consistently met.   | Academy wide expectations are always met.  | Supports others in developing this.  | Leads whole-school work in improvement or sustaining this strand.  |  |
| 8. (See Table 8)<br>Fulfil wider professional responsibilities                                 | Generally, make a wider contribution to the academy.  | Consistently make a wider contribution to the academy.  | Always make a wider contribution to the academy.   |  |  |  |

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| Table 1   | By (M2)  | By (M4)  | By (M6)   | By (UPS1)   | By (UPS2)   |
|---|--|--|---|---|---|
| 1 Set high expectations which inspire, motivate and challenge pupils                                  | Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)   | Teaching over time is judged as the vast majority being consistently good as a minimum. (Correlated with pupil progress)   | Teaching over time is judged as consistently good with many outstanding elements as a minimum. (Correlated with pupil progress)   | Teaching over time is judged as always consistently good and often outstanding as a minimum. (Correlated with pupil progress)   | Teaching over time is judged as always consistently good and at least half outstanding as a minimum. (Correlated with pupil progress)   |
| 1.1 Establish a safe & stimulating environment for pupils, rooted in mutual respect                   | Relationships are consistently calm and respectful. Teacher <b>uses</b> respectful language.   | Relationships are <b>routinely</b> calm and respectful. Teacher <b>Routinely models</b> and uses respectful language.  | Relationships are <b>always</b> calm and respectful. Teacher <b>always models</b> and uses respectful language.   | Relationships are always calm and respectful. Teacher always models and uses respectful language. <b>This is a model for others to learn from.</b>  |   |
|   | Classroom environment & work areas are tidy and safe. Displays are, <b>on the whole</b> , stimulating, relevant & reflect standards of learning.   | Classroom environment & work areas are tidy and safe. Displays are <b>routinely</b> stimulating, relevant & reflect standards of learning.   | Classroom environment & work areas are tidy and safe. Displays are <b>highly relevant</b> and stimulating & reflect standards of learning.  | Classroom environment & work areas are tidy and safe. Displays are highly relevant and stimulating & reflect standards of learning. <b>This is a model for others to learn from.</b>  |   |
| 1.2 Set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions            | Believe and demonstrate through words & actions that all pupils are capable of learning & progress. <b>On the whole</b> , teaching reflects this. <b>On the whole</b> , pupils work & outcomes reflect differentiation & challenge. Identifies specific groups, e.g. SEN, Able, EAL, Pupil Premium and <b>generally</b> plans for challenge. | Believe and demonstrate through words & actions that all pupils are capable of <b>extremely high standards</b> of learning & progress. Teaching <b>routinely</b> reflects this. Pupils work & outcomes <b>routinely</b> reflect differentiation & challenge. Uses a plan which identifies specific groups, e.g. SEN, Able, EAL, Pupil Premium and <b>routinely</b> plans for specific challenges | Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching <b>always</b> reflects this. Pupils work & outcomes <b>always</b> reflect differentiation & challenge. <b>Highly strategic</b> in planning for meeting the needs of every pupil. | Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes <b>evidences a good model</b> of differentiation & challenge <b>for others to learn from</b> . Highly strategic in planning for meeting the needs of every pupil <b>and supports others in this</b> . | Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes evidences an <b>outstanding</b> model of differentiation & challenge for others to learn from. Highly strategic in planning for meeting the needs of every pupil and supports others in this. <b>Supports others and takes a phase or academy-wide view to quantify impact from intervention.</b> |
| 1.3 Demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils. | Able to set specific targets & success criteria for SEN pupils using prior assessment & demonstrate progress against success criteria. The culture of hard work, perseverance & 'can do' attitude = academic success is <b>generally</b> a direct consequence of teacher's modelled behaviour.   | The culture of hard work, perseverance & 'can do' attitude = academic success is <b>routinely</b> a direct consequence of teacher's modelled behaviour.  | The culture of hard work, perseverance & 'can do' attitude = academic success is <b>always</b> a direct consequence of teacher's modelled behaviour.  | Able to <b>support other teachers</b> in improving this. The culture of hard work, perseverance & 'can do' attitude = academic success is always a direct consequence of teacher's modelled behaviour. <b>Teacher will support others to develop this</b> .   | <b>Able to take a phase or academy-wide view on the impact of SEN targets.</b> The culture of hard work, perseverance & 'can do' attitude = academic success is always a direct consequence of teacher's modelled behaviour. Teacher will support others to develop this <b>and can evidence clear success</b> .  |
|   | Own punctuality, organisation & dress models high expectations. Use behaviour for learning objectives in the classroom.  |  |   |   |   |

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| Table 2   | By (M2) Classroom  | By (M4)   | By (M6)  | By (UPS1)   | By (UPS2)   |
|---|--|---|--|---|---|
| 2. Promote good progress and outcomes by pupils   | Pupils make progress which is at least <b>in line with national expectations.</b>  | Pupils make progress which is <b>routinely</b> in line with that needed in the academy to be in line with progress required by the end of the key stage.  | Pupils make progress which is <b>always</b> in line with that needed in the academy to be in line with progress required by the end of the key stage.  | Many pupils exceed progress expected to achieve end of key stage expectations in the academy.   | Most pupils exceed progress expected to achieve end of key stage expectations in the academy for at least two years.  |
| 2.1 Be accountable for pupil's attainment, progress and outcomes.                                 | Be prepared for pupil progress meetings to ensure that a constructive dialogue can take place about next steps to accelerate progress.<br>Report attainment & progress to parents and carers in a way that they understand and know how to help pupils with next step/s. |   |  | Support others in planning for pupil progress meeting and share good practice.  |   |
| 2.2 Be aware of pupil's capabilities and their prior knowledge & plan teaching to build on these. | Plan learning that generally recognises PKU & caters for the class and its group needs.  | Plan learning that routinely recognises PKU & caters for the class and its group and individual needs.  | Plan learning that always recognises PKU & caters for the class and its differentiated needs.  | Plan learning that always displays extensive recognition of PKU & caters for the class and its differentiated needs.  | Plan learning that always displays extensive & subtle recognition of PKU & caters for the class and its differentiated needs.   |
| 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.              | Plan learning that generally recognises PKU & caters for the class and its group needs.<br>Generally able to design assessment for learning that provides pupils and the teacher with valuable information to guide future learning.                                     | Plan learning that routinely recognises PKU & caters for the class and its group and individual needs.<br>Routinely able to design assessment for learning that provides pupils and the teacher with valuable information to guide future learning. | Plan learning that always recognises PKU & caters for the class and its differentiated needs.<br>Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning.<br>This leads to evidence of challenge for pupils justifying their thinking – adding depth to learning. | Plan learning that always displays extensive recognition of PKU & caters for the class and its differentiated needs.<br>Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning.<br>This leads to evidence of always challenging pupils to justifying their thinking – adding depth to learning. | Plan learning that always displays extensive & subtle recognition of PKU & caters for the class and its differentiated needs.<br>Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning.<br>This leads to exceptional evidence of always challenging pupils to justify their thinking – adding depth to learning. |
| 2.4 Demonstrate knowledge & understanding of how pupils learn and how this impacts on teaching.   | Generally, demonstrate an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is generally accurate & applied to the class as a whole.  | Routinely demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is routinely accurate & applied to groups & the class as a whole.  | Always demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class, groups and individual learning.   | Always demonstrates an accurate & extensive understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class, groups and individual learning.  | Always demonstrates an accurate, extensive & subtle understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied incisively to the class, groups and individual learning.   |
| 2.5 Encourage pupils to take a responsible & conscientious attitude to their work.                | Generally, insists on work of a high quality & demands pride in that work – in presentation, content and quantity.<br>Uses praise & rewards pupils for high quality work, effort and behaviour.  | Routinely insists on work of a high quality & demands pride in that work – in presentation, content and quantity.   | Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is evident & demonstrable in the quality of work.   | Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is always evident & always demonstrable in the quality of work.  |   |

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| Table 3   | By (M2) Classroom   | By (M4)  | By (M6)  | By (UPS1)   | By (UPS2)  |
|---|---|--|--|---|--|
| 3 Demonstrate a good subject & curriculum knowledge   | Generally secure subject knowledge in all core areas; acknowledging where weaknesses exist and independently addressing.  | Routinely displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.  | Always displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.   | Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this.   | Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to whole staff or staff groups.  |
| 3.1 Have a secure knowledge of the relevant subject/s & curriculum areas, foster and maintain pupils' interest in the subject & address misunderstandings | Generally, displays secure subject knowledge in all core areas and knows how these relate to one another.<br>Plans and practice reflect prerequisite relationships among topics & concepts which further reflect a range of effective pedagogical approaches in the discipline.               | Routinely displays secure subject knowledge in all core areas and knows how these relate to one another.<br>Plans and practice reflect prerequisite relationships among topics & concepts which further reflect a range of effective pedagogical approaches in the discipline. | Always displays secure subject knowledge in all core areas and knows how these relate to one another.<br>Plans and practice reflect prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline. | Always displays secure subject knowledge in all core areas and knows how these relate to one another.<br>Plans and practice reflect accurate understanding of prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline, routinely anticipating pupil misconceptions. | Always displays secure subject knowledge in all core areas and knows how these relate to one another.<br>Plans and practice reflect accurate understanding of prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline, always anticipating pupil misconceptions. |
| 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, & promote the value of scholarship                          | Keeps up to date with knowledge and understands curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues.  | Routinely keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues.   | Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas.   | Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports & lead development in curriculum areas.   | Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration with colleagues. Leads the development of schemes of work. Always take a proactive lead & actively support development across the MAT.   |
| 3.3 Demonstrate understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English,        | Vocabulary is appropriate to pupils' ages and abilities.<br>Vocabulary is appropriate to pupils' ages and abilities.<br>Able to use agreed literacy strategies including consistently correct grammar and punctuation. Own spoken & written English is correct & conforms to Standard English | Vocabulary is well chosen & challenging to pupils' ages and abilities.   | Vocabulary is well chosen & expressive to enrich & extend pupils' vocabularies.  | Vocabulary is always well chosen & expressive to enrich & extend pupils' vocabularies.  |  |

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| Table 4  | By (M2)   | By (M4)   | By (M6)   | By (UPS1)  | By (UPS2)  |
|--|---|---|---|--|--|
| 4 Plan and teach well-structured lessons   | Able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.               | Routinely able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.                         | Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.                            | Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others with this. | Always able to identify clear learning objectives & success criteria with pin point accuracy. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. |
| 4.1 Impart knowledge and develop understanding through effective use of lesson time  | Carefully plans learning taking account of good balance of teacher exposition, active doing and review/reflection. Actively uses AfL techniques. Uses outcomes to inform next steps.                          |   |   | Supports others to develop this.   |  |
| 4.2 Promote a love of learning and children's intellectual curiosity   | Generally, conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.  | Routinely conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.   | Always conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.  |  | Always conveys a genuine enthusiasm for learning and pupils always demonstrate this through their active participation, curiosity & initiative in learning.  |
|  | Plans stimulating lessons using a variety of teaching and learning strategies & resources which take into account the needs of different types of learners. Takes into account planning for pace & challenge. | Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace & challenge. | Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace & challenge. | Enthusiastic about teaching & plans stimulating learning using a wide range of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace & challenge.     | Supports others to develop this.   |
| 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Sets homework in line with academy guidelines. Generally, sets homework which is appropriately challenging for independent completion based on assessment.  | Routinely sets homework which is differentiated and appropriately challenging for independent completion based on assessment.   | Always sets homework which is appropriately differentiated and challenging for independent completion based on assessment of varying needs of individuals & groups.   | Always sets homework which is appropriately differentiated & challenging for independent completion based on assessment of varying needs of individuals & groups.  | Always sets homework with pin point accuracy, differentiated appropriately & challenging for independent completion based on assessment of varying needs of children.  |
| 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching  | With support, evaluates effectiveness of own teaching and can identify professional development needs. Knowledge of resources for learning is appropriate.  | With less frequent support evaluates effectiveness of own teaching and can identify professional development needs. Knowledge of resources for learning is routinely good.  | Regularly and independently evaluates effectiveness of own teaching with accuracy and can identify professional development needs. Knowledge of resources for learning is outstanding.  | Consistently reflects and evaluates effectiveness of own teaching with accuracy and can identify CPD needs. Contributes to coaching & developing others. Support others in planning for effective resource use.                          | Always reflects and evaluates effectiveness of own teaching with accuracy and can identify professional development needs and can support others with this.  |
| 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).                              | Contributes to planning within the team.  | Contributes to team planning and to whole-school projects and initiatives.  | Leads team &/or whole school projects and initiatives.  | Able to lead on any aspect of the curriculum.  | Able to lead on any aspect of whole-school improvement.  |

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| Table 5  | By (M2)  | By (M4)  | By (M6)   | By (UPS1)   | By (UPS2)  |
|--|--|--|---|---|--|
| 5 Adapt teaching to respond to the strengths and needs of all pupils   | Differentiation of task is generally accurate based on assessment  | Differentiation of task and direct teaching input is accurately pitched and effective for vast majority of time, based on accurate assessment  | Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment  | Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils, based on accurate assessment.  |  |
| 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  | Differentiation of task is accurate for key ability groups. There is evidence of planning and delivery for differentiated guided group input and use of resources  | Differentiation of task is accurate for key ability groups. There is evidence of planning and delivery for differentiated guided group and whole class input.  | Differentiation is clear for all pupils.  | Differentiation is accurate and extensive for all pupils.   |  |
| 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these   | Accepts responsibility for the success of all pupils & draws on limited repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils.   | Fully accepts responsibility for the success of all pupils & draws on repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils.   | Always fully accepts responsibility for the success of all pupils & draws on broad repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Persists in seeking effective approaches. | Always fully accepts responsibility for the success of all pupils & draws on extensive repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Supports others in this.                            | Always fully accepts responsibility for the success of all pupils & draws on very extensive repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Supports others in this.                            |
| 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development  | Able to make awareness of the physical, social and intellectual development of pupils.   | Routinely able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.   | Always able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.   | Always able to make successful and accurate adjustments to lessons which reflect awareness of the physical, social and intellectual development of pupils.  | Always able to make successful adjustments with pin point accuracy to lessons which reflect awareness of the physical, social and intellectual development of pupils.  |
| 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | Can use the SEN register and internal information to identify the needs of particular pupils   |  |   |   |  |
|  | Learning activities generally suitable to the diverse learners & support the learning outcomes. designed to engage children in significant cognitive activity and are differentiated as appropriate for individual learners. | Learning activities routinely suitable to the diverse learners & support the learning outcomes. designed to engage children in significant cognitive activity and are differentiated as appropriate for individual learners. | Learning activities always suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in high level cognitive activity and are differentiated as appropriate for individual learners.      | Learning activities always highly suitable to the diverse learners & support the learning outcomes. Designed to engage children in extensive high level cognitive activity and are differentiated as appropriate for individual learners. | Learning activities always highly suitable to the diverse learners & support the learning outcomes. Designed to always engage pupils in extensive high level cognitive activity and are differentiated as appropriate for individual learners. |
|  | Able to plan for and deploy adult support to impact on pupil engagement and progress.  |  |   | Can support others to develop this.   | May lead academic mentoring programmes.  |

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| Approved by   | CEO/LAC                        | Issue Date |         | Sep 2023 | Review Date    | Sep 2026 |
| Audience      | Trustees                       | ✓          | Staff   | ✓        | Pupils         |          |
|               | Local Academy Council          | ✓          | Parents |          | General Public |          |

| Table 6  | By (M2)  | By (M4)  | By (M6)   | By (UPS1)  | By (UPS2)  |
|--|--|--|---|--|--|
| 6 Make accurate and productive use of assessment   | Accurate use of assessment to guide learning within class, including accurate assessment of work/learning.                               | Routinely accurate use of assessment to guide learning within class, including accurate assessment of work/learning within key stage.                      | Consistently accurate use of assessment to guide learning within class, including accurate assessment of work/learning across primary phase.  | Supports others in accurately assessing work/learning.   |  |
| 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | Approach to assessment is generally aligned to all learning outcomes in order to meet subject & statutory assessment requirements.       | Approach to assessment is routinely aligned to all learning outcomes in order to meet subject & statutory assessment requirements.                         | Approach to assessment is fully aligned to all learning outcomes in order to meet subject & statutory assessment requirements.<br><br>Assessment methodologies adapted for individual pupils as needed. | Approach to assessment is fully aligned to all learning outcomes in order to meet subject & statutory assessment requirements.<br>Assessment methodologies adapted for individual pupils as needed.<br>Can devise assessment standards & criteria for others to use. |  |
| 6.2 Make use of formative and summative assessment to secure pupils' progress  | Generally able to make use of a range of formative & questioning techniques.   | Routinely able to make use of a range of formative & questioning techniques.   | Always able to make use of a range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback.   | Always able to make use of a good range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback that leads to progression.   | Always able to make use of a consistently extensive range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback that leads to progression. |
|  | Generally able to use summative subject and whole school assessment so that data and reporting is accurate.                              | Routinely able to use summative subject and whole school assessment so that data and reporting is accurate.  | Always able to use summative subject and whole school assessment so that data and reporting is accurate.  |  |  |
| 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons  | Use academy tracking system to record data. Use agreed systems to analyse data to aide planning  |  |   |  |  |
|  | Monitors the progress of the class as a whole and can generally use diagnostic information to plan learning and set appropriate targets. | Routinely monitors the progress of the class, groups & individuals and routinely uses diagnostic information to plan learning and set appropriate targets. | Always monitors the progress of the class, groups & individuals and systematically uses diagnostic information to plan focused learning and set appropriate targets.                                    | Always monitors the progress of the class, groups, individuals and systematically uses diagnostic information to plan sharply focused learning and set appropriate targets.  | Always monitors the progress of the class, groups & individuals and incisively uses diagnostic information to plan sharply focused learning and set appropriate targets.                       |
| 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Feedback is generally timely & accurate. Pupils know success criteria and can generally respond to an action, challenge or question.     | Feedback is routinely timely & routinely accurate. Pupils know success criteria and respond well to an action, challenge or question.                      | Feedback is always timely & always accurate. Pupils know success criteria and respond very well to an action, challenge or question.  | Feedback is always timely & incisively accurate. Pupils know success criteria and respond excellently to an action, challenge or question.   | Feedback is always timely & incisively accurate. Pupils know success criteria and always respond excellently to an action, challenge or question.  |



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| Table 7  | By (M2)   | By (M4)   | By (M6)  | By (UPS1)  | By (UPS2)   |
|--|---|---|--|--|---|
| 7 Manage behaviour effectively to ensure a good and safe learning environment  | Academy wide expectations are generally met.  | Academy wide expectations are consistently met.   | Academy wide expectations are always met.  | Supports others in developing this.  | Leads whole-school work in improvement or sustaining this strand.   |
| 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy | Routines are generally clear. Pupils in small groups are generally productively engaged whilst unsupervised. The culture of good behaviour and manners is generally a direct consequence of teacher's expectation and modelled behaviour.   | Routines are routinely clear. Pupils in small groups are routinely productively engaged whilst unsupervised. The culture of good behaviour and good manners is routinely a direct consequence of teacher's high expectations and modelled behaviour.  | Routines are always clear. Pupils in small groups are always productively engaged whilst unsupervised. The culture of good behaviour and good manners is always a direct consequence of teacher's high expectations and modelled behaviour.  | Routines are always clear. Pupils in small groups are always productively engaged whilst unsupervised. The culture of good behaviour and manners is always a consequence of consistently high teacher expectations and modelled behaviour.   |   |
| 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  | The classroom is safe and learning is generally accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is fair and a range of strategies are used. Praise is used authentically. | The classroom is safe and learning is routinely accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is routinely fair and a range of strategies are used in a timely manner. Praise is used authentically and consistently. | The classroom is safe and learning is always accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with school policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently. | The classroom is safe and learning is always accessible to all pupils because standards of conduct are very clear and the teacher is highly competent in recognising and responding to pupil behaviour with considerable success. Their response to poor behaviour is appropriate and in line with school policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently. |   |
| 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them  | Transitions are generally effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are generally effective. Support staff are generally adequately engaged and directed.  | Transitions are routinely effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are routinely effective. Support staff are routinely adequately engaged and directed.  | Transitions are always effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are always effective. Support staff are always adequately engaged and directed.  | Transitions occur smoothly with pupils assuming responsibility. Routines for handling equipment are seamless. Systems for performing non-teaching tasks are well established. Support staff make a substantial contribution to the learning environment.   | Transitions are always seamless with pupils taking responsibility. Routines for handling equipment are always seamless. Systems for performing non-teaching tasks are always well-established. Support staff make a substantial contribution to the learning environment. |
| 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  | Teacher-Pupil relationships are friendly and demonstrate genuine care and respect. Relationships are nurturing and age appropriate. Pupils have regard for the teacher's authority.   | Teacher-Pupil relationships are routinely friendly and show care and respect. Relationships are routinely nurturing and age-appropriate. Pupils have regard for the teacher's authority.  | Teacher-Pupil relationships are always friendly and show warmth, care and respect. Relationships are consistently nurturing and age-appropriate. Pupils have regard for the teacher's authority.   | Teacher-Pupil relationships are always friendly and show warmth, care and respect. Pupils demonstrate a caring approach for one another's treatment of peers.  |   |

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| Table 8   | By (M2)   | By (M4)  | By (M6)   | By (UPS1)   | By (UPS2)   |
|---|---|--|---|---|---|
| 8. Fulfil wider professional responsibilities   | Generally, make a wider contribution to the academy.  | Consistently make a wider contribution to the academy.   | Always make a wider contribution to the academy.  |   |   |
| 8.1 Make a positive contribution to the wider life and ethos of the school  | Understands the high performance culture of the academy and support the ethos by being involved in events and wider initiatives.  | Understands the high performance culture of the academy and support the ethos by playing a proactive role in events and wider initiatives.                             | Understands the high performance culture of the academy and support the ethos by taking a leading role in events and wider initiatives.   | Understands the high performance culture of the academy and support the ethos by helping build & support academy-wide teams. Takes part in events and wider initiatives.  | Understands the high performance culture of the academy and support the ethos by leading, building and supporting academy- wide teams...  |
| 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | Maintains effective relationships with colleagues and can seek advice and support in an appropriate and timely manner.  | Maintains routinely effective relationships with colleagues and can seek advice and support in an appropriate and timely manner.                                       | Relationships with colleagues are characterised by mutual support and cooperation; giving and seeking advice and support in an appropriate and timely manner.   | Relationships with colleagues are characterised by high regard, mutual support and cooperation; giving and seeking advice and support in an appropriate and timely manner.  | Highly competent relationships with colleagues & governors are characterised by respect, mutual support and cooperation; takes the initiative in giving and seeking advice and support and acts decisively to support colleagues.   |
| 8.3 Deploy support staff & other adults effectively   | Other adults are generally adequately engaged and directed to support learning.   | Other adults are routinely well engaged and directed to support learning.  | Other adults are always well engaged and directed to support learning.  | Support staff make a substantial contribution to learning because of the way their role is planned and the way they are deployed.   | Support staff always make a substantial contribution to learning because of the way their role is planned and the way they are deployed. They are empowered, engaged and directed.  |
|   | Participates in professional activities to improve teaching and readily accepts and acts on feedback and advice from colleagues.<br><br>Proactive in managing own learning and not reliant on others to research and find things out. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and acts on it. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for research. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others. |
| 8.4 Take responsibility for improving teaching through cpd, responding to advice and feedback from colleagues                   | Complete a research project and measure it's impact in class  | Complete a research project and measure i impact across the school   | Takes responsibility for a subject/ area  | Takes responsibility for a subject/ area identified in the SIDP.  | Support others as subject leaders.  |
| 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.                                    | Provides effective information to parents/carers. Knows when to ask for support with potentially tricky issues.   | Routinely provides effective information to parents/carers about learning, progress and pastoral care.   | Always provides effective information about learning, progress and pastoral care. Responses to concerns are handled with professional sensitivity.  | Always provides very effective information about learning, progress and pastoral care. Responses to concerns are handled with excellent professionalism.  |   |