

## Performance rating assessment:

Rating/Area	M1(NQT) to M2 to M3 (Expected progression)	M4 to M5 to M6 (Expected progression)	Lower Upper Pay Range U1-U2	Higher Upper Pay Range U3
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning environment and behaviour management</li> </ul>	Performance against Teachers' Standards is broadly acceptable. Practice may not yet consistent. Time and experience (professional maturity) is required to develop practice, subject knowledge and/or to address progress of specific 'groups' of pupils.	Performance against Teachers' Standards is good. Practice is consistent. Subject knowledge and practice has developed well. There is clear impact on addressing the needs and progress of 'groups' of pupils.  Overall effectiveness for quality of teaching is rated as a minimum of 'Good'.	Performance against Teachers' Standards is consistently good or outstanding. 'Best practice' is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through measurable impact on school improvement. Sustained progress of pupils is evident.  Overall effectiveness for quality of teaching is rated as 'Good' or better.	Performance against Teachers' Standards is consistently highly effective. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident as is the effectiveness of the delivery of professional development to others. Sustained and/or rapid progress of pupils is evident.
<b>Wider Professional Responsibilities (Teachers' Standard 8):</b>	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates positively across the school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback and as appropriate freely gives advice and feedback to others. Identifies own professional development needs and takes part in discussions with senior leaders to negotiate it. Communicates positively across school community. Works collaboratively and with a positive impact on school improvement.	Demonstration of substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Individual contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them. Works effectively, as appropriate, with partner schools.	Leads teams to make a substantial and sustained significant whole school impact on curriculum development and pupil progress. Individual contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. Effectively leads on developing impact on school improvement in partner schools.
<b>Personal and Professional Conduct (Part 2 Teachers' Standards)</b>	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent professional regard for the ethos, policies and practices of the workplace	Contributes notably to engaging other colleagues in consistent professional regard for the policies and practices of the workplace	Provides an exceptional model of professional regard for the policies and practices of the workplace

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**Summary guidance:** (note Hamwic Trust Pay Policy for Schools 2016/17 for details)

Leaders should use the table above matched to the appropriate point/level of staff (i.e. NQT = M1 to M3 column)

Each leader should use a single sheet copy of the National Standards (produced by the Department for Education) to inform, as appropriate, the current assessment of the teacher's skills and impact. Each teacher should be encouraged to discuss the evidence of their achievement from the previous academic year. The Headteacher or leader will use their professional judgement to identify the next appropriate pay level based on evidence of impact matched to the expectations identified above.

Leaders will normally require at least a 2 year application of skills or trend of results before discussing faster progression than the expected 1 point per (providing the appropriate level of skill, depth of knowledge and application is evidenced).

Anyone identified as not meeting the 'Teachers' Standards' could find themselves moving toward 'capability proceedings'.

The expected protocols for any appeal against pay awards (or lack of them) will involve an appeal to the appropriate local governing body committee in the first instance leading to the senior leader/Headteacher clarifying the evidence base and expectations. Subsequent appeals would be referred to The Trust Board. (Note Hamwic Trust Pay Policy for Schools 2016/17 for details)

### Detailed guidance:

This guidance has been developed to support the use of ratings in describing performance and pay outcomes. The pay policy for Hamwic Trust schools (inc. Jefferys Education Trust, Edwin Jones Trust, Ridings Trust and Hillary Trust) requires that teachers' performance in the 2015-2016 academic year is rated in order to provide a link to a pay outcome which will take effect from 1 September 2016.

In order to implement the pay policy arrangements, the extent of the performance of staff will need to be rated within each of the defined categories of: 'M1 to M2 to M3', or 'M4 to M5 to M6' or 'Lower Upper Pay Range' or 'Upper pay Range'

- Inadequate – fails to meet Teachers Standards in any one of the categories/descriptors at the appropriate pay level (red highlights)
- Meets expectations – in Teachers Standards in any one of the categories/descriptors at the appropriate pay level (no highlights)
- Exceeds expectations - in Teachers Standards in any one of the categories/descriptors at the appropriate pay level (green highlights)

The professional judgement of Headteachers/senior leaders will be used to identify the extent to which teachers have performed and whether, following the guidance provided, teachers should follow the expected progression of salary, not progress or be accelerated.

Each school will need to include a description of these ratings within their pay policy. Guidance on this can be found on page 3 to 4. Teachers' performance should be reviewed in the context of the teachers' standards (Parts 1 and 2), their leadership and management of themselves, their class(es) and their professional relationships, any additional teaching and leadership responsibility for which they receive a TLR payment and their performance management objectives. As teachers develop their professional expertise and progress through the pay ranges, the level of expectation against each of the areas of their performance increases.

The detail provided is for guidance to assist schools in applying the ratings consistently across teaching staff. It is appropriate that school leaders have flexibility to work within the context of the school. Where concerns are raised over interpretation the Trust Chief Standards Officer will be the arbiter of 'fairness'.

Teachers' performance should be assessed *in totality in the context of the wide range of information that is available, including, but not limited to pupil progress and attainment data, work scrutiny, learning environment, pupil perspectives and lesson observation information*. Individual performance may be rated at different levels in relation to each key area, but schools will be required to provide an overall judgement of performance in order for this to be linked to a pay outcome.