



LANESEND PRIMARY SCHOOL
LOVE LANE, COWES
ISLE OF WIGHT PO31 7ES
TEL & FAX: 01983 293 233
E: ADMIN@LANESENDPRI.IOW.SCH.UK
WWW.LANESENDPRIMARY.IK.ORG



Lanesend Primary School

Performance Management Policy Statutory Policy

Signed: Date:
(Headteacher)

Signed: Date:

(Chair of Governors)

Review Date: October 2018 (Yearly)

Reviewed By: Headteacher and Money Group

Lanesend Primary Performance Management Policy

The Benefits of Performance Management for Schools

- Aims Co-ordinated
- Priorities determined and clarified
- Staff clear about responsibilities
- Needs met through an agreed action plan
- Development of individual potential
- Better communication
- Greater exchange of ideas
- A more supportive environment
- A happy school

The Benefits of Performance Management for Teachers

- Better understanding of the job
- Improved feedback and recognition
- Support in work-related issues
- Regular review of development and training needs
- More awareness of career development
- Greater job satisfaction
- Happy staff – happy children – greater achievement
- Financial progression for a job well done

The Performance Management Cycle

Stage 1:	Planning	Autumn
Stage 2:	Monitoring	Spring / Summer
Stage 3:	Review	Autumn

This is an ongoing cycle that involves all three stages. The end of year review for the academic year 2016-17 will occur at the same time as the planning stage.

The review (stage 3) is an opportunity for the (reviewee and reviewer) to reflect in a structured way successes, and to discuss areas for improvement and

professional development. This will lead on to the planning meeting (stage 1) where specific objectives for the coming year will be agreed. Possible objectives could relate to Pupil Progress, Developing and Improving Professional Practice, Leadership and Management Responsibilities and Wider Personal/Professional Development. At this meeting the following background data will be available: job description and professional record, the School Improvement Plan, action plans and year group plans etc and information about the prior attainment of children (this could be related to the school's targets). The objectives will then be planned and monitored throughout the year. This includes providing ongoing support and opportunities for review on a regular basis (stage 2). One more observation is compulsory during the monitoring period. Three observations will occur during each academic year.

Specific job descriptions will be reviewed annually but can be subject to change at any time. Specific job descriptions at Lanesend Primary will be personalised and agreed every year so that all members of staff will have their specific roles and responsibilities stated in their job descriptions.

Teachers requesting to pass through threshold may do so by completing an application and following the recommendations of the Pay and Conditions document.

Blue Sky provides the teachers standards, leadership standards, thresholds and Headteacher standards which the teacher access themselves. There is the opportunity for teachers to evidence their own progress and make recommendations for targets for both their reviews and personal developments (copies of the standards are included as an appendix to this policy).

Sharing Information

- Every member of staff will have access to their individual plan and review statement in their Blue Sky accounts.
- The Headteacher has access to all reviews through Blue Sky.
- Information and professional development needs to be given to the relevant members of staff and tracked through Blue Sky CPD reports.
- The Headteacher reports to the Money Commissioning Group of the Governing Body on performance management and recommendations for pay awards.
- The Money Group will consider the recommendations and agree to award a pay rise or not. There is a pay committee audit to ensure performance management is completed equitably.

Confidentiality

Documents should be kept in a secure place in accordance with the Data Protection Act 1998. Blue Sky is a secure platform provider.

All reviews will be held in the Blue Sky portal to which the team leader or Governors responsible for making decisions regarding pay could request access,

through the Headteacher.

Responsibility of the Headteacher

- The Headteacher will ensure that individual training and development needs are reflected in the School Improvement Plan and the programme for professional development
- The Headteacher will ensure that training and development needs from the review statement are given to the person responsible for training and development on the school
- The Headteacher will report to the Governing Body on performance management within the school, including the effectiveness of the performance management procedures within the school, and the training and development needs of teachers.
- Review statements will be kept indefinitely through the Blue Sky provider.

The costing of performance management should be made available to cover all staff review and planning meetings. Classroom observations will be carried out by the Headteacher and either another member of staff or professional brought in to support monitoring and observations. The performance management procedure will be covered by the supply budget, bought-in professional services and training and development.

Governors would be involved in the development of a Staff Development Plan that ensures career development and anticipates staff movement, development and promotion.

We have adopted the Isle of Wight School Teachers' Pay and Conditions Document and Capability Policy to which this policy is linked if the need arises to begin capability proceedings with a member of staff. As an academy, we maintain the current conditions of employment will adopt all recommendations of the Teachers' Pay and Conditions Document.



Teacher including Headteacher Performance Related Pay/Appraisal Check List

The [Governors' Handbook](#) (January 2015) outlines that the relevant body (usually the governing body) of a school must adopt and take full responsibility for maintaining, updating and implementing a robust and considered pay policy

Full GB	In place/in progress/not in place	Comments/ Improvements/next steps
Review pay policy annually for teachers including headteachers. Make sure any relevant changes to leadership pay reflected in policy		Recommend that include support staff as part of pay policy or have a separate policy. Guidance on support staff on EGfL
Review appraisal policy annually for teachers incl. headteachers		Teachers must have written report/statement of objectives etc.
The criteria for pay progression including teacher standards agreed and understood		Policy/process makes clear the moderation of objectives and pay recommendations and moderation process throughout the year
GB delegated/confirmed who will make decisions re teacher pay e.g. pay committee		Recommend no less than three governors plus the headteacher for pay committee. They can invite SBM/finance officers to support with any questions
Teacher and headteacher appraisers suitably trained and CPD needs identified and addressed/budgeted for		Are all appraisers skilled and know the school policy/process including evidence required/process for making pay decisions?
All teacher pay decisions finalised 31 st October		The appraisal period runs for twelve months. The Regulations no longer state dates for the appraisal cycle just pay decisions. We would suggest it makes sense for it to be in line with when pay decisions need to be made
Appeals process agreed		We recommend that the full GB delegate responsibility of deciding on pay to the pay panel/resources committee for teachers and HT appraisal panel for headteachers. The reason for this to allow for 'independent' governors to sit on appeals panels if required (i.e. must not have been part of any pay decisions). The school appeals process should reflect the ACAS code of practice. N.B full GB should still approve finances
Headteacher (HT) report on appraisals and outcomes linked to pay		This must be annual but could be more regular e.g. form part of the HT report to governors – reporting key information relating to impact of appraisal policy on teaching and learning and CPD. Should cover not just annual results/outcome but effectiveness of ongoing appraisal/monitoring of .NB ongoing PERFORMANCE is key not just end results
Monitoring of teacher performance – quality of teaching and link to appraisal evidence/monitoring		Monitor the impact of appraisal/ pay on teacher performance and on-appraisal/monitoring (see above HT report) going. Ofsted question to an Ealing GB: If 60% of teaching good and outstanding in your school what are governors doing/going to do about other 40%. Could you answer?

Annually review staffing structure (fit for purpose) and staff conditions		Generic appraisal evidence can be used to help inform
Pay Committee	In place/in progress/not in place	Comments/ Improvements/next steps
Terms of reference and membership reviewed and agreed		Annually to make sure in line with current appraisal and pay policies. Confidentiality and sensitivity of handling information needs to be part of this.
Reviewing pay and performance of staff in co-operation with HT. Review and agree the HT recommendations for <ul style="list-style-type: none"> • Main pay range • Upper pay range - applications for and progression • Leadership 		Overall. Key is that the school's pay policy is followed. Since 2014, pay no longer necessarily based on length of service nor just objectives but on overall performance.
Is the pay recommendation in line with the criteria set out in the pay policy?		Process for approving pay should be set out in the pay policy and linked to appraisal process
Is there robust evidence to support pay recommendations?		If standards are falling or levelling but appraisal targets all or mostly being met, can look to see if appraisal is robust enough or objectives sufficiently stretching
Do the recommendations show a strong link between appraisal and salary progression?		Usually headteacher will recommend to the pay committee whether a teacher should receive zero, one or two pay points (if in policy) increase on its pay scale
Is the pay recommendation in line with school's spending plan ?		Budget planning in advance key here - cannot deny statutory and agreed pay progression on basis of lack of funds
Monitor the outcomes of pay decisions		including the extent to which different groups of teachers may progress at different rates and check process operates fairly
Process for approving pay should be set out in the pay policy		

Are all pay decisions minuted clearly showing their rationale		
----------------------------------------------------------------------	--	--

Headteacher Appraisal

HT Appraisal Panel	In place/in progress/not in place	Comments/ Improvements/next steps
HT appraisal panel selected and trained		GB must agree a panel of 2 (minimum) or 3 governors. This should be done in the summer term at the latest. All members must be suitably trained and have knowledge of all relevant documents e.g. pay and appraisal policies, HT job description, SIP and SEF, previous performance objectives, HT standards etc
An External Adviser has been selected and appointed		GB responsibility – again finalised in the summer term latest.
HT appraisal panel have met with the HT and external reviewer to review HT performance against last year's objectives and to agree new objectives		We recommend HT appraisal takes place before teacher appraisals (summer or very early autumn. HT objectives should form the basis of the type of targets set for teachers linked to the school priorities and job roles. Ensure HT is informed of process, dates and standards they will be assessed against when objectives and success criteria/evidence set.
HT appraisal panel has agreed HT pay recommendation		The appraisal period runs for twelve months. The Regulations no longer state appraisal cycle dates just pay decision dates. Pay decision by 31 st December. Advice about HT pay should be sought before appraisal meetings from HR. It should be clear at the outset what pay implications are if the HT is successful in meeting their objectives at the end of the review period.
HT appraisal completed.		HT has written report of agreed objectives etc. which have been agreed. CPD needs linked to appraisal objectives and school priorities should be included also
In-year monitoring of HT performance /impact on regular basis (rec termly)		Have dates been set?



Request for Threshold Assessment

Lanesend Primary School



This assessment form should be handled in confidence at all times.

This form is for teachers in England who wish to be considered for a move from the Teacher Mainscale pay to the Upper Pay Range.

If completing this form on screen:

Use the scroll bar to navigate the form and the mouse to access both hyperlinks and input boxes.

Insert an "X" into all relevant tick boxes.

Any text that disappears below the cell floor will not print out.

If completing a printed form:

Use black or blue ink.

Insert a tick into all relevant tick boxes.

Important: Information and guidance for teachers

- Please read the Lanesend Primary School Model Pay Policy for Schools in conjunction with this application form.
- Complete the eligibility section on page 2, to check that you are eligible to apply.
- There are 2 conditions you must meet to be paid on the upper pay range:
 - 1) you're highly competent in all elements of the Teachers' Standards if you work in England
 - 2) you've made substantial and sustained achievements and contribution to an educational setting or settings.
- Post-Threshold assessment applies in schools and in all other settings where teachers are statutorily employed under the School Teachers' Pay and Conditions Document (STPCD). In this document the term 'school' should be taken as including all such settings.
- There is no need to write in prose – use short notes.
- Do not make unsupported assertions – indicate where evidence can be found.
- Print, sign and date the form and keep a copy. Pass the original form to your headteacher, who will be the assessor of the application.

You will receive written notification of the outcome no later than 30th November.

Eligibility

1. Will your form be signed, dated and submitted before the annual deadline – 31st October?
 Yes Now go to question 2
 No Check eligibility with your headteacher

2. On the date you sign the form will you have Qualified Teacher Status (QTS)?
 Yes Now go to question 3
 No You are not eligible to apply

3. On the date you sign the form will you be working as a teacher employed by Lanesend Primary School?
 Yes Now go to question 4
 No You are not eligible to apply

4. On the date you sign the form will you be on the top point of the pay scale for classroom teachers – point M6?
 Yes You are eligible to apply and may now proceed with the request
 No You are not eligible to apply.

All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. Where such information is not available e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

Part 1: Teacher details

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE or GTCW (Wales) teacher reference number
(this must be seven digits including zeros)

 /

Career details

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be the 2 year period leading up to the date of your application.

Name and address of school	Date(s) of employment	Name of headteacher

Part 2: Post-Threshold Standards

Teacher's action

- All those wishing to become post-Threshold teachers will need to meet the Teachers' Standards and the post-Threshold standards (set out on page 16 of this form).
- Please provide succinct examples, from the last 2 years, of your achievements and expertise in relation to each of the standards. You are not required to produce separate examples for each standard, although nothing prevents you from doing so. Similarly, you may use the same example more than once if you feel it is appropriate. It is important, however, that the evidence you provide must, when taken as a whole, show that you meet all the post-Threshold standards. Once you have completed all relevant parts of the form and signed the declaration on page 13, you will need to pass it to your headteacher.

Headteacher's action

- Check that the teacher is eligible to apply (see page 2).
- Before assessing whether the teacher meets the post-Threshold standards the head teacher must first be satisfied that the teacher meets the Teachers' Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers' Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.
- If the Teachers' Standards or Practising Teacher Standards are met the head teacher then goes on to assess whether the teacher meets the post-Threshold standards (set out on page 16 of this form), again, having regard to the evidence cited in the application.
- Assess each post-Threshold standard making it clear whether it is met/not yet met (see pages 5-12).
- Complete the 'headteacher's comments' boxes giving an evidence-based assessment (see pages 5-12).
- Make an overall judgement on whether the post-Threshold standards are met/not yet met (see page 15).
- Complete the 'headteacher's statement' (see pages 14-15).
- Sign, date and copy the form (see page 15).
- Promptly inform the governing body of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the teacher of the outcome within 20 working days of informing the governing body of this decision.
- Return the original form to the teacher with appropriate feedback as set out in the most recent STPCD.

1. Professional Attributes: Frameworks

Teacher's evidence

Please provide evidence relating to the following standard: P1

Standard: P1

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

2. Professional Knowledge and Understanding: Teaching and learning

Teacher's evidence

Please provide evidence relating to the following standard: P2

Standard: P2

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

2. Professional Knowledge and Understanding: Assessment and monitoring

Teacher's evidence

Please provide evidence relating to the following standard: P3 and P4

Standard: P3 Met Not yet met

Standard: P4 Met Not yet met

Headteacher's comments [if standard(s) not yet met]

2. Professional Knowledge and Understanding: Subjects and curriculum

Teacher's evidence

Please provide evidence relating to the following standard: P5

Standard: P5

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

2. Professional Knowledge and Understanding : Health and well-being

Teacher's evidence

Please provide evidence relating to the following standard: P6

Standard: P6

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

3. Professional Skills: Planning

Teacher's evidence

Please provide evidence relating to the following standard: P7

Standard: P7

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

3. Professional Skills: Teaching

Teacher's evidence

Please provide evidence relating to the following standard: P8

Standard: P8

Met

Not yet met

Headteacher's comments [if standard(s) not yet met]

3. Professional Skills: Team working and collaboration

Teacher's evidence

Please provide evidence relating to the following standard: P9 and P10

Standard: P9 Met Not yet met

Standard: P10 Met Not yet met

Headteacher's comments [if standard(s) not yet met]

Validity check

Before handing this form to your headteacher, please answer the following questions to check the validity of your request for assessment.

1. Does the evidence cited in your form cover a period of 2 years, leading up to and including, the date of request for application?

Yes Now go to question 3

No Check eligibility with your headteacher

2. If you are relying on less recent or aggregated evidence because of an absence from teaching, does the evidence cited cover a period of 2 years in the 5 years leading up to and including, the date of request for application?

Yes Now go to question 3

No Check eligibility with your head teacher

3. Does the evidence cited in your form cover all the post-Threshold standards, with an entry in the section relating to each of the standards?

Yes Sign, date and pass form to your headteacher

No Check eligibility with your head teacher

Important:

For your request for assessment to be valid you must have answered 'Yes' to either questions 1 and 3, or questions 2 and 3.

Declaration by the teacher

I declare that the information given and the evidence referred to are drawn from my own day-to-day work as a teacher. I would like the evidence to be taken into account in assessing my work against the post-Threshold standards.

Signature

Date

Now pass the original signed and dated form to your headteacher no later than 31 October.
Keep a copy of this form for your records.

Important: Information and guidance for headteachers

Check that the teacher is eligible to be assessed (see page 2 and guidance on page 4 of this form). Please read Section 2 paragraph 20 of the School Teachers' Pay and Conditions document (STPCD) and the section

3 Guidance before completing this form
(<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012>). The
'Threshold Assessment 2009/10, Round 10: Guidance is no longer applicable.

To be completed by the headteacher

Name of applicant

School

Please explain what evidence, additional to this form, you have taken into account (e.g. discussion with team leader, appraisal/performance review). Note how the evidence takes account of the teacher's overall performance and sets their work in the overall context of the achievements of your school. Indicate whether, to the best of your knowledge, the information provided by the teacher is correct, that it derives from the teacher's own practice and is representative of their overall performance.

Considering the post-Threshold standards (whether met or not yet met) please note below any areas for further professional development.

Please record your overall judgements in the relevant boxes below. To be successful, the teacher must meet the Teachers' Standards (England) or Practising Teacher standards (Wales) as well as each of the post-Threshold standards.

Teachers' Standards or Practising Teacher Standards Met Not met

Post-Threshold standards Met Not yet met

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB Original form should be returned to the teacher. Do not send application forms or evidence to the Department for Education.

Post-Threshold Standards

Professional Attributes

Frameworks:

P1:

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Professional Knowledge and Understanding
- Teaching and learning

P2:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Assessment and monitoring

P3:

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4:

- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Subjects and Curriculum

P5:

- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Health and well-being

P6:

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Professional Skills
- Planning

P7:

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Teaching

P8:

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Team working and collaboration
- P9: Promote collaboration and work effectively as a team member.
- P10: Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Request for Post-Threshold Assessment Teachers in England and Wales

[Date]

Dear

I acknowledge receipt of your request for assessment against the post-Threshold standards.
You will be informed about the outcome of the assessment and where required provided with written feedback.

Signed

Caroline Sice
Headteacher

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012 INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), 1 and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. **The new standards will apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements. Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.
4. The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.2
5. The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.3
6. Similarly, Headteachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.
7. The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
8. Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in school

Presentation of the Standards

9. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.

10. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct.

11. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.

12. The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

13. The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

14. The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

15. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.

16. Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.

17. When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.



The professional standards for a post-threshold teacher are set out below:

Post-threshold teachers

(1) Professional attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

