



'Growing and Achieving Together'

Teacher performance objectives 2026/27

Name:

Document to be completed by the appraiser in consultation with the appraisee.

Objective	Performance criteria	Monitoring	Teacher standards
Identify need, remove barriers to learning, and systematically monitor the progress, attendance, engagement and wellbeing of identified groups. Ensure that inclusive practice is embedded	• Use formative and summative assessment, alongside relevant pupil information, to identify barriers to learning and establish appropriate support strategies. • Plan and implement differentiated and adaptive teaching approaches that enable all pupils to access the curriculum and make progress. • Monitor the progress, attendance, engagement and wellbeing of identified pupils at least termly, recording key actions and evaluating the impact of interventions and adaptations.	Review date: Spring term 2026 Evidence may include: NTS/SAT/MTC/ phonic/Insight tracking NTS Assessments Engagement with the CLT Writing Hub Pupil voice findings Book Looks T&L Walks External Audits Staff views IMF	Part One: Teaching Standards 1-8 Part Two: Personal and professional conduct

consistently across the class and that teaching approaches effectively meet the needs of all learners	• Work effectively with the SENCO, pastoral staff, teaching assistants, parents/carers and other relevant professionals to ensure that appropriate support is identified and implemented. • Ensure classroom routines, resources, questioning, modelling and learning activities reflect the principles of inclusive practice and promote participation and independence. • Respond promptly to concerns relating to attendance, engagement, behaviour or wellbeing and follow the school's agreed procedures for seeking additional support. • Use pupil voice and professional dialogue to evaluate whether pupils feel included, supported and able to succeed. • Review the impact of adaptations and interventions and adjust provision where necessary.	Inclusion strategy	
Strengthen whole-school approaches to Behaviour for Learning so that pupils are consistently engaged, respectful, and ready to learn, contributing to improved outcomes and a positive school culture.	Embed a whole-school Behaviour for Learning framework that is understood and applied consistently by both children and staff. Use of research to inform practice. Behaviour analysis systems are reviewed half-termly, with patterns and trends identified and acted upon, showing clear impact. Safe spaces are maintained and further developed in every classroom, with a consistent approach to sensory and non-sensory provision alongside the role as SENDCO. Embed safe spaces and trauma-informed approaches to strengthen self-regulation strategies with staff new to school.	Review date: Spring term 2027 Evidence may include: Behaviour analysis records Subject leader documentation Staff Voice Pupil voice findings Book Looks T&L Walks External Audits	

	Key behaviour policies are reviewed, updated, and shared with all stakeholders to ensure clarity and consistency. Completed, shared with governors and is on website Staff confidence in managing and promoting positive behaviours improves, as evidenced through surveys and monitoring. Consistent use of Behaviour Management policy, adapted to include numbered behaviour plan for older children to support them to transition to High School and the expectations that will be set there. Pupils demonstrate improved engagement and resilience, with reductions in low-level disruption observed in lessons and unstructured times. Support SLT to Lead improvements in the lunchtime experience, ensuring consistency of staff expectations and practice in line with behaviour policy and trauma-informed approaches.		
In your role as Deputy Head: Work collaboratively with the Head on the school's key strategic documentation (e.g., School Improvement Plan, SEF, The Grand Plan) and lead on its implementation to drive school	Demonstrates secure knowledge of all core strategic documents and their role in shaping the school's vision, priorities, and practice. Leads sections of the School Improvement Plan, monitoring progress and evidencing impact on pupil outcomes. Ensures key policies (e.g., teaching & learning, safeguarding, behaviour) are reviewed, updated, and shared effectively with staff, governors, and wider stakeholders. Contributes to the Self-Evaluation Form (SEF), providing accurate evidence and analysis to inform school priorities.	Review date: Spring term 2027 Evidence may include: Weekly strategic meetings with HT Key Strategic documentation eg SIP, SEF, TGP Impact of robust monitoring cycle SIP reports LAB Reports Accountability document	Part One: Teaching Standards Part Two: Personal and professional conduct

improvement.	Use of research to inform practice. Supports staff in aligning classroom practice with whole-school strategic priorities, as evidenced in monitoring, pupil outcomes, and staff feedback. Be secure in understanding how data and prior performance influences school development priorities. Once data is collated, track and monitor pupil achievement and progress from their starting points to improve pupil outcomes- showing high expectation and challenge for all. Presents confidently to governors and external partners, evidencing impact of strategic documentation on school improvement. Build positive working relationships with staff and identify existing strengths, expertise and areas for leadership development across the school. Regularly evaluate the effectiveness of leadership development and distributed leadership approaches through staff feedback, monitoring and review of school improvement priorities	Group Tracking	
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Sources of evidence to be presented by the teacher (highlight)

Weekly strategic meetings with HT Key Strategic documentation eg SIP, SEF, TGP Impact of robust monitoring cycle SIP reports LAB Reports Behaviour analysis-1/2 termly	School data – in-school and end of key stage data Pupil voice Personal research Trust review report Whole school curriculum overview Website showcase
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Professional and personal learning opportunities

Appendix Teacher self-evaluation against the Teacher Standards

Part one: teaching			
A teacher must:	Teachers meet the standards by...	Evidence of meeting the standard	Action required to meet the standard
1. Set high expectations which inspire, motivate and challenge pupils	establishing a safe and stimulating environment for pupils, rooted in mutual respect setting goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.		
2. Promote good progress and outcomes by pupils	being accountable for pupils' attainment, progress, and outcomes being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guiding pupils to reflect on the progress they have made and their emerging needs demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching encouraging pupils to take a responsible and conscientious attitude to their own work and study.		
3. Demonstrate good subject and curriculum knowledge	having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintaining pupils' interest in the subject, and address misunderstandings demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrating an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.		

4. Plan and teach well-structured lessons	imparting knowledge and develop understanding through effective use of lesson time promoting a love of learning and children's intellectual curiosity setting homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflecting systematically on the effectiveness of lessons and approaches to teaching contributing to the design and provision of an engaging curriculum within the relevant subject area(s).		
5. Adapt teaching to respond to the strengths and needs of all pupils	knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrating 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 having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.		
6. Make accurate and productive use of assessment	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		

7. Manage behaviour effectively to ensure a good and safe learning environment	having 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 having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.		
8. Fulfil wider professional responsibilities	making a positive contribution to the wider life and ethos of the school developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicating effectively with parents with regard to pupils' achievements and well-being.		

Part two: personal and professional conduct			
A teacher must:	Teachers meet the standards by...	Evidence of meeting or exceeding the standards	Action required to meet or exceed the standards
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.		
Teachers must have proper and professional regard for the ethos, policies, and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.			
Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			