



Objectives

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Introduction

This document details teacher objectives for the 2023-24 academic year with accompanying criteria and examples of how each objective might be assessed. The four objectives are:

1. Teaching and learning objective



Teachers consistently demonstrate ambition for students through their delivery of the curriculum; as a result, students are empowered to develop as high performing learners.

2. UPR objective



All UPR teaching staff must evidence that they are highly competent in all elements of the teaching standards and achievements and contribution to the school are substantial and sustained.

3. Student progress objective



Staff are to use their professional expertise to ensure that all students make at least expected progress from the start of the academic year, by making their best effort to close any gaps in expected progress and attainment that have emerged over the course of the Key Stage and by making further gains on expected progress, where possible

4. Leadership objective



Leadership (including TLR holders) to have clear and measurable impact on improving standards and culture across all phases of the school.

Criteria

1. Teaching and learning objective



Teachers consistently demonstrate ambition for students through their delivery of the curriculum; as a result, students are empowered to develop as high performing learners.

Criteria	Assessed through (for example...)
Lessons will be well planned so they match the current performance of learners in the class, scaffolded/adapted (aka differentiated) so that all learners are supported to develop towards high performance.	<ul style="list-style-type: none">• Examples of student's work over time• Individual lesson planning where available/appropriate• Resources prepared for lessons / shared with colleagues• Written drop in feedback if requested• Student progress data• Other evidence as relevant
Lessons will be carefully sequenced and delivered in line with the subject curriculum, with adaptations being integrated in response to precise assessment of student learning.	<ul style="list-style-type: none">• Adapted work / schemes of learning• Resources prepared for these• Faculty / Phase leader monitoring records• Written drop in feedback if requested• Other evidence as relevant

<p>Lessons will provide regular and frequent opportunities for student led / enquiry-based learning where they are supported to develop their skills as independent learners.</p>	<ul style="list-style-type: none"> • Examples of student work • Written drop in feedback if requested • Resources prepared for lessons / shared with colleagues • Adapted work / schemes of learning • Other evidence as relevant
<p>The HPL ACPs and VAAs are clearly identified for every lesson and repeated reference made to them to develop student understanding of them.</p>	<ul style="list-style-type: none"> • Examples of student work • Written drop in feedback if requested • Resources prepared for lessons / shared with colleagues • Student HPL ambassador records • Other evidence as relevant
<p>Students are given frequent formal and informal opportunities to demonstrate their understanding and confidence in using the ACPs and VAAs as part of their learning.</p>	<ul style="list-style-type: none"> • Written drop in feedback if requested • Examples of student's work over time • Other evidence as relevant

2. UPR objective



All UPR teaching staff must evidence that they are highly competent in all elements of the teaching standards and achievements and contribution to the school are substantial and sustained.

Criteria	Assessed through (for example...)
<ul style="list-style-type: none">• That they are highly competent across all teaching standards and that this practice is sustained throughout the year• Their contribution to the school is substantial – impact on school life, the ethos and culture, supporting the school in achieving their key priorities, is significant• They maintain a proactive attitude to continuing professional development of themselves and others, beyond attending courses. This could include leading CPD for others, seeking ways to continually improve their own practice by attending CPD sessions, liaising with colleagues from other schools, or online communities and sharing good practice• They coach or mentor colleagues, including newly qualified teachers and trainee teachers, and demonstrate effective practice• They are committed to establishing a positive ethos and culture in their teams and the wider school	<ul style="list-style-type: none">• Able to demonstrate competence in all teaching standards by producing examples of good practice• Able to demonstrate a commitment to CPD through courses attended and qualifications achieved.• To have achieved the 'bronze' level CPD as a minimum• Able to evidence the coaching and mentoring of other staff members and provide evidence/examples of its success.

<ul style="list-style-type: none"> • They lead on projects, initiatives or specific areas of their faculty/phase delivery – this should be decided with the line manager so that contributions are in line with faculty/school priorities and therefore have impact on outcomes 	
<ul style="list-style-type: none"> • They contribute to or lead school assemblies • They take an active part in school council forums and supporting pupil-led initiatives • They take an active part in charity events and parent-teacher fundraising activities • They supporting teaching assistants or cover supervisors in their training and/or classroom practice • They visit other schools, or alliance meetings with other schools and feed back good practice to colleagues • They work with local colleagues on projects of common benefit to schools • They work with people within the community such as artists/actors/athletes/providers to provide enrichment activities for pupils • They carry out action research in the classroom/school • They contribute to the recruitment process by taking part in interviews • They present to leadership or trustees, as requested, for example on the strengths and areas for development of a subject area or aspect/initiative they are leading 	<ul style="list-style-type: none"> • Able to evidence the delivery of school assembly • Evidence charity events/parent/teacher fundraising • Evidence supporting other staff in the classroom to help improve classroom practice

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| <ul style="list-style-type: none">• They contribute to extra-curricular activities, such as sports teams, choirs, or subject related clubs• They work with pupils to present a special assembly, play or musical performance• They provide regular opportunities for pupils to visit off-site educational venues, or leading or participating in residential visits• They implement strategies resulting in success in raising whole-school attendance/behaviour/outcomes• They develop programmes that significantly improve outcomes for example reading and/or writing, for low-attaining pupils/LL pupils• They implement a provision-mapping programme resulting in measurable improvements for pupils identified as underachieving• They implement phase/faculty/whole school initiatives such as reward systems, inter-house competitions• They receive feedback from parents showing that their support has improved children's enjoyment and achievement at school (demonstrates sustained delivery)• They receive similar positive feedback from pupils | |
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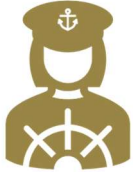
3. Student progress objective



Staff are to use their professional expertise to ensure that all students make at least expected progress from the start of the academic year, by making their best effort to close any gaps in expected progress and attainment that have emerged over the course of the Key Stage and by making further gains on expected progress, where possible

Criteria	Assessed through (for example...)
Student progress measured by:	<ul style="list-style-type: none">• Analysis of individual student and class performance data – Formal exam results performance / ALPS data (KS4 and 5), internal census point assessment performance compared with prior attainment (KS3), KS1 internal formal assessment, EYFS, good level of development (GLD) measure.• Evidence of intervention and impact measurements and actions to mitigate underperformance.

4. Leadership objective



Leadership (including TLR holders) to have clear and measurable impact on improving standards and culture across all phases of the school.

Criteria	Assessed through (for example...)
<ul style="list-style-type: none">• Teaching is effective and students achieve outcomes that are good or better in terms of progress.• HPL and assessment is an integral part of pedagogy• Behaviour strategies are embedded and a positive climate for learning allows all students to make good progress.• Professional relationships are maintained with parents while maintaining high standards and expectations of all students in all phases.	<ul style="list-style-type: none">• Quality assurance processes:<ul style="list-style-type: none">○ learning walks○ lesson observations○ work scrutiny○ analysis of exam results.○ Analysis of behaviour logs• Communication logs, e-mails, bulletins, newsletters, parental feedback.