**Guidance on performance management ratings: career expectations framework for all qualified teaching staff**

Purpose of this guidance

This guidance has been developed to support the Hampshire model pay policy and use of ratings to describe teacher performance and determine pay outcomes.

Each school should have a high-level description of what is meant by the ratings within the pay policy. Guidance has been developed by EPS as an exemplar for inclusion in the pay policy.

This guidance, known as the career expectations framework, supplements the rating descriptors in the pay policy, by providing a summary description of performance against each of the ratings for each stage of a teacher’s career, so that schools can support and guide teachers to understand how expectations change through each stage of an individuals’ career.

Schools can localise this career expectations framework in consultation with teaching staff and any school teacher trade union representatives to suit their own circumstances, language, expected levels of performance or school specific circumstances.

This framework looks at the Teachers’ Standards and Headteacher Standards at a high level. It is supplemented by an additional document to support schools to articulate what ‘achieved expectations’ performance looks like against each of the Teachers’ Standards and, as a separate version, the Headteacher Standards. It is not envisaged that it will be necessary to use these detailed documents for all staff to support performance management, but they may be particularly helpful in the following circumstances:

* Where performance assessment is indicating that individuals may be close to exceptional performance.
* To support teaching staff who are performing below the ‘achieved expectations’ level, to help articulate the performance concerns.
* When working with teaching staff who are looking to further improve their performance in specific areas of the Teachers’ Standards.
* To assist with wording of objectives or areas of focus for performance management.

**Early career teacher**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Falls short of expected performance * Requires urgent advancement of skills to meet requirements of their role * Has not consistently met the objectives set on the ECT paperwork. * Even with appropriate support has not met teacher standards on the evidence tracker. * Has not reached the ‘expected standard’ on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme or is not on track in progress reviews. * Expectations of self and pupils are too low * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Children do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Schools should already be engaging with their Appropriate Body where this rating is being considered as concerns would be evidenced in the progress reviews and end of year assessments. HR support and advice should also be sought where required. | * Consistently demonstrates expected performance, according to the expectations of their role * Confidently demonstrates sound teaching skills, knowledge and practice, although there are areas of the curriculum which require further development * Has consistently met the objectives set on the ECT paperwork * Has reached the ‘expected standard’ on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme. * Where first assessment or final assessment has not yet taken place, evidence from progress reviews indicates, on track for ‘expected standard’ * With appropriate support from an ECT mentor and colleagues, demonstrates consistent good performance * For those in or at the end of year 1, quality of teaching is at least good and broadly consistent and for those in or at end of year 2, evidence that quality of teaching is more consistently good * With appropriate support, meets the requirements of all teaching standards on the evidence tracker * Seeks professional support and guidance to guide further development, taking responsibility for professional development * With appropriate support from an ECT mentor and colleagues, effective teaching enables all pupils to make good progress | *Meets Achieved expectations plus:*   * Consistently demonstrates performance significantly above expected performance, according to the expectations of their role * In some areas/subjects demonstrate exceptional teaching skills, knowledge and practice * Has significantly exceeded the objectives set on the ECT paperwork. * Has reached the ‘exceeded standard’ on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme. * Where first assessment or final assessment has not yet taken place, evidence from progress reviews indicates, on track for ‘exceeded standard’ * Consistently, and independently, meets or exceeds all teaching standards based on the evidence tracker * Sustained progress of pupils is evident, as is good subject knowledge. |

**Main pay range**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Falls short of expected performance * Does not sustain a consistent level of good performance * Requires advancement of skills to meet requirements of their role * Has either not met performance objectives or has not met performance objectives to an acceptable level * Displays a consistent lack of quality * Requires professional support and guidance to support performance * Children do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Consistently meets the requirements of all teaching standards * Consistently demonstrates expected performance, according to the expectations of their role * Confidently demonstrates sound teaching skills, knowledge and practice * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates consistent good performance * May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others * Sustained progress of pupils is evident, as is good subject knowledge. | *Meets Achieved expectations plus:*   * Consistently demonstrates performance significantly above expected performance, according to the expectations of their role * Frequently demonstrates exceptional teaching skills, knowledge and practice * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * Consistently meets, and is a role model for, all teaching standards * Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas * High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of all pupils including those with SEND needs or who are disadvantaged |

**Main pay range with TLR**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Falls short of expected performance * Does not sustain a consistent level of good performance * Requires advancement of skills to meet requirements of their role * Has either not met performance objectives or has not met performance objectives to an acceptable level * Displays a consistent lack of quality and low expectations * Requires professional support and guidance to support performance * Children do not make sufficient progress * Insufficient whole-school impact and ineffective contribution to the school improvement plan in relation to area of TLR responsibility * Limited or no impact on the development and enhancement of teaching practice across the school in relation to their area of TLR responsibility   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Consistently meets the requirements of all teaching standards * Consistently demonstrates expected performance, according to the expectations of their role * Confidently demonstrates sound teaching skills, knowledge and practice * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates consistent good performance * May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others * Sustained progress of pupils is evident, as is good subject knowledge. * Evidences whole-school impact and effective contribution to the school improvement plan; for example, sustained progress for all pupils within their area of responsibility * Demonstrates credibility amongst colleagues and evidences good leadership of their TLR area * Acts as a role model able to offer professional guidance and cascade best practice to others in their area of teaching and leadership responsibility * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice | *Meets Achieved expectations plus:*   * Consistently performs significantly above expected performance, according to the expectations of their role * Frequently demonstrates exceptional teaching skills, knowledge and practice * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * Consistently meets, and is a role model for, all teaching standards * High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils including those with SEND needs and who are disadvantaged * Evidences substantial whole-school impact and contribution to the school improvement plan; for example, accelerated progress of all pupils across the school within the given area of TLR responsibility, including those with SEND needs or who are disadvantaged * Makes a substantial and strategic contribution in their area of TLR responsibility modelling outstanding practice * Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of TLR responsibility |

**Upper pay range**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Falls short of expected performance, according to their job role * Does not sustain a consistent level of good performance * Requires advancement of skills to meet requirements of their role * Has either not met performance objectives or has not met performance objectives to an acceptable level * Does not demonstrate significant or sustained development across the school * There is insufficient evidence of how coaching and mentoring has supported improvements to teaching and learning across the school * Requires professional support and guidance to support performance * Children do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Demonstrates consistent good performance, meeting all teaching standards * Consistently demonstrates expected performance, according to the expectations of their role * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates credibility amongst colleagues * Confidently demonstrates sound teaching skills, knowledge and practice, models this to others and coaches/mentors those who require support, cascading best practice and evidencing their impact * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice * Undertakes ongoing professional development and guidance through undertaking wider reading and research * Evidences whole-school substantial and sustained contribution through sharing of best practice and professional support and challenge to others * High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils | *Meets Achieved expectations plus:*   * Consistently performs significantly above expected performance, according to the expectations of their role * Demonstrates exceptional teaching skills, knowledge and practice * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs or are disadvantaged |

**Upper pay range with TLR**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Falls short of expected performance, according to their job role * Does not sustain a consistent level of good performance * Requires advancement of skills to meet requirements of their role * Has either not met performance objectives or has not met performance objectives to an acceptable level * Does not demonstrate significant or sustained development across the school * There is insufficient evidence of how coaching and mentoring has supported improvements to teaching and learning across the school * Requires professional support and guidance to support performance * Children do not make sufficient progress * Insufficient whole-school impact and ineffective contribution to the school improvement plan in relation to area of TLR responsibility * Limited or no impact on the development and enhancement of teaching practice across the school in relation to their area of TLR responsibility   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Demonstrates consistent good performance, meeting all teaching standards * Consistently demonstrates expected performance, according to the expectations of their role * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates credibility amongst colleagues * Confidently demonstrates sound teaching skills, knowledge and practice, models this to others and coaches/mentors those who require support, cascading best practice and evidencing their impact * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice * Undertakes ongoing professional development and guidance through undertaking wider reading and research * Evidences whole-school substantial and sustained contribution through sharing of best practice and professional support and challenge to others * High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils * Evidences whole-school impact and effective contribution to the school improvement plan; for example, sustained progress for all pupils within their area of TLR responsibility * Evidences good leadership of their area of TLR responsibility * Acts as a role model able to offer professional guidance and cascade best practice to others in their area of teaching and leadership responsibility | *Meets Achieved expectations plus:*   * Consistently performs significantly above expected performance, according to the expectations of their role * Demonstrates exceptional teaching skills, knowledge and practice * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs and who are disadvantaged * Makes a substantial and strategic contribution in their area of TLR responsibility modelling outstanding practice * Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of TLR responsibility * Evidences substantial whole-school impact and contribution to the school improvement plan; for example, accelerated progress of pupils across the school including those with SEND needs and who are disadvantaged, within the given area of TLR responsibility |

**Leading practitioner**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Skills, knowledge and/or practice require development in some areas of the teachers’ standards * Falls short of expected performance, according to their job role * Does not sustain a consistent level of good performance * Requires advancement of skills to meet requirements of their role * Has either not met performance objectives or has not met performance objectives to an acceptable level * Does not demonstrate significant or sustained development across the school * There is insufficient evidence of how coaching and mentoring has supported improvements to teaching and learning across the school * Requires professional support and guidance to support performance * Children within their area(s) of responsibility do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Consistently demonstrates the highest standards of classroom practice, effectively meeting all teaching standards * Consistently demonstrates expected performance, according to the expectations of their role * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates credibility amongst colleagues * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice * Provides professional challenge and support to school leadership, when appropriate, evaluating policies and practices * Undertakes ongoing professional development and guidance through undertaking wider reading and research, and disseminates this effectively, developing the quality of teaching across the school * High Quality Inclusive Teaching (HQIT), high expectations and effective modelling, coaching and support evidencing their impact; for example, accelerated progress of pupils across the school | *Meets Achieved expectations plus:*   * Consistently and significantly performs above the expectations of their role, exceeding in all teaching standards * Demonstrates exceptional teaching skills, knowledge and practice * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * High Quality Inclusive Teaching (HQIT), high expectations and highly effective modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs and who are disadvantaged |

**Assistant headteacher/deputy headteacher**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Is not meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage * Falls short of expected performance for their leadership role and career stage * Requires advancement of skills to meet requirements of their leadership role * Has not either met performance objectives or has not met performance objectives to an acceptable level * Needs to develop greater consistency in good all round performance * Skills, knowledge and/or practice require development in a number of areas of the relevant standards * Requires professional support and guidance to support an acceptable level of performance * Where there is a teaching commitment, demonstrates sound teaching skills, knowledge and practice but quality of teaching is not consistently good or outstanding * Children across the school or within their area(s) of responsibility do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Demonstrates consistent good performance, meeting all teaching standards, in a manner appropriate for their leadership role * Consistently demonstrates expected performance for their leadership role and career stage * Evidences whole-school impact and clear, distinct and effective personal contribution to the school’s strategic planning * Evidences good management of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate * Where there is a teaching commitment, confidently demonstrates the highest standards of classroom practice * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates credibility amongst colleagues * Seeks professional support and guidance to guide further development and takes responsibility for ongoing professional development through undertaking wider reading and research * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice * Acts as a role model, offering professional guidance and cascading best practice within the school * Sustained progress of pupils is evident across the school or within their area(s) of responsibility | *Meets Achieved expectations plus:*   * Consistently and significantly performs above the expectations of their leadership role and their career stage, exceeding all teaching standards * Where there is a teaching commitment, frequently demonstrates exceptional teaching skills, knowledge and practice relative to their leadership role * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of responsibility * Demonstrates exceptional management of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate |

**Head of school (senior deputy headteacher with on-site responsibility under an executive headteacher)**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Is not meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage * Falls short of expected performance for their leadership role and career stage * Requires advancement of skills to meet requirements of their leadership role * Has not either met performance objectives or has not met performance objectives to an acceptable level * Needs to develop greater consistency in good all round performance * Skills, knowledge and/or practice require development in a number of areas of the relevant standards * Requires professional support and guidance to support an acceptable level of performance * Children across the school or within their area(s) of responsibility do not make sufficient progress   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Demonstrates consistent good performance, meeting all teaching standards, in a manner appropriate for the leadership role * Consistently demonstrates expected performance for their leadership role and career stage * Has met all performance management objectives to an appropriate and acceptable level * Demonstrates credibility amongst colleagues * Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice * Seeks professional support and guidance to guide further development and takes responsibility for ongoing professional development through undertaking wider reading and research * Acts as a role model, offering professional guidance and cascading best practice within the school * Sustained progress of pupils is evident across the school or within their area(s) of responsibility * Effectively leads the daily operation of the school, including HR and budget management as appropriate * Communicates effectively with stakeholders on a day-to-day basis and in line with the expectations of their leadership role | *Meets Achieved expectations plus:*   * Consistently and significantly performs above the expectations of their leadership role and their career stage, exceeding all teachers standards * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school * High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs or who are disadvantaged * Demonstrates high efficacy in leading the daily operation of the school, including HR and budget management as appropriate * Is highly effective in ensuring appropriate and consistent communication with all stakeholders |

**Headteacher (or executive headteacher leading more than one school)**

|  |  |  |
| --- | --- | --- |
| **Not meeting expectations** | **Achieved expectations** | **Exceptional performance** |
| * Is not meeting the requirements of the headteacher standards, given the context and needs of the school(s) * Has either not met performance objectives or has not met performance objectives to an acceptable level * Skills, knowledge and/or practice require development in a number of areas of the headteacher standards * Children across the school(s) do not make sufficient progress * Communicates ineffectively with stakeholders * Attendance levels are consistently below national and not improving * Performance management systems and professional development of staff are inconsistent and/or ineffective * Policies and practice that ensure the protection and safety of pupils and staff are ineffective   Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school’s normal performance management policy or through application of the school’s capability procedures. HR support and advice should be sought where required. | * Demonstrates consistent good performance, meeting all headteacher standards, given the context and needs of the school(s) * Has met all performance management objectives to an appropriate and acceptable level * Seeks professional support and guidance to guide further development and takes responsibility for ongoing professional development through undertaking wider reading and research * Models the school(s) vision, culture and values through everyday practice and behaviour, inspiring others * Demands ambitious standards for all pupils regardless of disadvantage, background or starting point, closing gaps and securing age related expectations (as appropriate) * Secures a calm and well-ordered environment for pupils and staff focussed on positive relationships, well-being and safeguarding * Forms a culture where all staff are supported and enabled to develop and enhance their practice, regardless of career stage * Exercises appropriate regard to the health and safety and protection of staff and pupils through implementation of effective policies, processes and systems in respect of HR, Health and Safety and safeguarding, identifying, managing and mitigating risk appropriately * Exercises strategic, curriculum led financial planning and financial astuteness in allocating financial resources appropriately, with transparency and providing value for money, based on the school’s priorities * Promotes appropriate focus on staff well-being and workload both strategically in the development of policies, processes and systems and operationally in response to specific matters * Works effectively with the governing body providing quality information, objective advice and support, to enable the whole governing body to meet its responsibilities | *Meets Achieved expectations plus:*   * Exceeds all headteacher standards * Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school(s)   or  *Meets Achieved expectations plus:*   * Exceeds all headteacher standards * Has met all performance management objectives to an appropriate and acceptable level * and has demonstrated exceptional performance in additional ways, for example (but not limited to): * High Quality Inclusive Teaching (HQIT), robust performance management and high expectations leads to accelerated progress of all pupils across the school(s) including those who have SEND needs or who are disadvantaged * Highly astute financial management has resulted in removing a deficit budget that is deemed a concern by the LA * Provide significant and effective support to another school in difficulty |