

Moorside Primary School



Appraisal Policy 2022-2024



MOORSIDE PRIMARY SCHOOL

PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture, which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever-changing world. We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

Moorside Primary School Appraisal Policy for Teachers and Support Staff

Purpose

The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of Teachers/Head Teachers (and support staff) and support for their development needs within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers (and support staff)

There are three separate parts to this policy:

- Section A: procedure to review the performance of support staff during their probationary period;
- Section B: procedure to review the performance of early career teachers during their induction period; and
- Section C: appraisal arrangements for qualified teachers outside their induction period, unqualified teachers (and support staff outside their probationary period). Staff who are the subject of the school's capability procedure are excluded from these arrangements.

Legal considerations

Early Career teachers (ECTs): It is a statutory requirement that ECTs who wish to work in maintained schools undertake a compulsory period of induction. The Teachers' Standards will be used to assess an ECT's performance during and at the end of their induction period.

Appraisal regulations: It is a legal requirement that the Governing Body has a policy for managing and reviewing the performance of teachers and Head Teachers that meets the statutory requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012. There are no equivalent national regulations or collective agreements that apply to support staff; however, schools are advised to apply similar arrangements to ensure consistency across the workforce.

Roles and responsibilities

Governing Body: The Governing Body has responsibility to establish the school's appraisal policy, monitor the operation and outcomes of appraisal arrangements and review the policy and its operation every year.

The Governing Body will nominate that Staffing and Finance Committee comprising of three non-staff governors to consider the pay recommendations made by the Head Teacher following the assessment of performance over the appraisal cycle.

The Governing Body will also appraise the Head Teacher on an annual basis and will be advised by a suitably skilled and experienced external adviser.

The task of appraising the Head Teacher including the setting of objectives will be delegated to a sub group, which will include at least two members of the Governing Body including the School Improvement Partner.

Head Teacher: The Head Teacher is responsible for reporting annually to the governing body on appraisal arrangements and training and development needs.

The Head Teacher must appraise the performance of every other teacher employed at the school in respect of each appraisal period applying in relation to the teacher. The Head Teacher will decide who will contribute to the appraisal process for other teachers (and support staff) in the school.

The Head Teacher is responsible for evaluating standards of teaching and learning and ensuring proper standards of professional practice are established and maintained. The Head will take account of appraisal outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.

At the end of the appraisal cycle, the Head Teacher will make recommendations to the Staffing and Finance Committee on the pay progression for every qualifying teacher in school.

Appraisers: Where the Head Teacher has delegated responsibility for the appraisal process to other line managers, those appraisers will undertake the role. Where the appraisee is a teacher eligible for performance pay, this will include making a proposal about progression to the Head Teacher however, it is up to the Head Teacher to determine what pay recommendation will be put forward to the Staffing and Finance Committee. It is the responsibility of appraisers to ensure that objectives are set, the implementation of the classroom observation protocol, the gathering of other evidence, the application of performance criteria, any pay recommendation and the feedback are appropriate in terms of equalities considerations.

Appraisees: All staff are expected to play an active role in their own appraisal and professional development including taking action as agreed at appraisal meetings.

Moorside Primary School: The Head Teacher is responsible for an ECT's training, support, guidance and supervision during their induction period.

Link to Pay Policy

The school's pay policy sets out the discretions in performance pay determinations for teachers, as provided for by the School Teachers' Pay and Conditions Document. Pay Progression for all teachers including the Leadership Group will be determined following an assessment of performance over the appraisal cycle. The Pay Policy outlines the criteria for pay progression linked to performance.

Revision Record of Published Versions			
Author	Creation Date	Version	Status
HR Services	March 2012	1.0	Draft Model Policy
	12 April 2012	1.1	Amended following consultation
	26 April 2012	1.2	Amended further following consultation
	29 May 2012	2.0	FINAL
HR Services	Summer 2016	3.0	Update/Refresh
HR Services	Spring 2022	4.0	Update by LA
Changed by	Revision Date		
School	Moorside Primary School		14 th September 2022 Draft for consultation with staff and governors

School			Final version approved by governing body
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Section A - Reviewing performance during the probationary period of support staff

Application of probationary period scheme

New entrants to local government have a probationary period of six months. The purpose of probation is to assess the employee's suitability and capability to perform in their job role. Probation is only served once on initial entry in to Local Government service not therefore anyone joining the school with continuous service of six months or more from another Local Government setting will be subject to serving a further probation period.

Reviewing progress during the probationary period

A series of progress meetings should take place during the probation period so that the employee and their line manager have the opportunity to discuss any issues.

Progress meetings should take place on/at:

- day one;
- the end of weeks two, four, twelve and twenty; and
- the end of week twenty six which is the end of the probationary period.

The progress meetings should consider:

- work output;
- work quality;
- relationships with other people;
- attitudes;
- attendance;
- knowledge;
- any additional support required; and ➤ training and development needs.

The employee will see the agenda in advance of the meeting and be given the opportunity to add anything they wish to discuss. Notes of each meeting should be taken and should include any action points agreed. Follow-up action, including arranging additional support or training, should be done within the agreed timescale.

The procedure to follow if concerns about the employee's performance arise during the probationary period is set out in the school's 'Procedures for Managing Under Performance'.

Section B – Reviewing performance during the induction period of Early Career Teachers Application of induction period that is underpinned by the Early Career Framework (ECF)

The arrangements that apply to the monitoring, support and assessment of ECTs during their induction period are set out in the DfE statutory guidance 'Induction for Early Career Teachers (England)'.

Reviewing progress during the induction period

Professional reviews of progress will take place between the ECT and their induction tutor throughout the induction period, at least every six to eight weeks. Early Career Teachers will be entitled to a named mentor as well as induction tutor. These reviews will be informed by evidence of the ECT's work including classroom observations. The meeting will cover the review and revision of objectives in relation to the professional standards for teachers on the

main pay range and the needs and strengths of the ECT. A written record will be kept of progress towards objectives and any new objectives set, as well as any support provided.

There will be two formal assessment points, one midway through induction, and one at the end of the induction period between the ECT and either the head teacher or the induction tutor acting on behalf of the head teacher. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled. Assessments will be based on evidence gathered during the induction period and will relate directly to the professional standards for qualified teachers and main pay range teachers.

The evidence that will be considered is:

- written reports of at least two lesson observations and two progress review meetings that have taken place during the term;
- formal and informal assessment records for children for whom the ECT had particular responsibility including test and/or examination results as appropriate;
- information about liaison with others, such as colleagues and parents;
- the ECT's lesson plans, records and evaluations; and
- the ECT's self-assessment and record of professional development.

The procedure to follow if the ECT fails to make satisfactory progress during the induction period is set out in the school's 'Procedures for Managing Under Performance'.

Section C - Appraisal arrangements for qualified teachers outside their induction period; unqualified teachers (and support staff outside their probationary period)

Policy statement

The Governing Body will operate an appraisal policy that:

- reflects the aims, objectives and priorities of the school improvement plan by providing an appropriate framework for the assessment of performance, which in turn informs school self-evaluation and school development planning;
- aims to recognise the work of staff and their contribution to school life and support their development needs;
- is consistent with the statutory requirements for appraisal for teachers;
- aims to minimise workload and bureaucracy and has regard to the work/life balance of all staff and governors;
- is developed in consultation with staff and recognised trade union representatives and is accessible to all;
- is consistent with the principles of public life - objectivity, openness and accountability;
- establishes an appropriate mechanism for considering grievances in relation to individuals' appraisal; and
- achieves consistency of treatment and fairness including compliance with equalities legislation.

The Governing Body will ensure in its budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for staff under the appraisal process. This is reflected in the school's Continuous Professional Development Policy.

Appraisal Period

The performance of teachers (and support staff) will be reviewed on an annual basis. The appraisal process will be completed for all teachers (and support staff) by 31 October and for Head Teachers by 31 December.

The appraisal period will run for twelve months from 1st September to 31st August for Teachers and Support Staff.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. They will be set objectives relevant and appropriate for the period of the fixed term contract and will have their performance assessed accordingly. The length of the period will be determined by the duration of their contract.

Appointment of Appraisers For the Head Teacher

The Governing Body is the appraiser for the Head Teacher and will delegate this responsibility by appointing two governors. The external adviser appointed will provide the appraising governors with advice and support about the appraisal of the Head Teacher.

For Teachers

The Head Teacher will be the appraiser for those teachers they directly line manage. Where the Head Teacher is not the direct line manager, the role of appraiser for some or all teachers will be delegated to the teacher's line manager (usually a Senior or Middle Leader). Where a teacher has more than one line manager the Head Teacher will determine which line manager will be the most appropriate to appraise the teacher's performance. All line managers to whom the Head Teacher has delegated the role of appraiser will receive appropriate support for that role.

Where an appraisee is of the opinion that the person to whom the Head Teacher has delegated the appraiser's duties is unsuitable for professional reasons, they may submit a written request to the Head Teacher for the appraiser to be replaced, stating those reasons. The request will be considered and a written response giving reasons for the decision provided within ten working days

For Support Staff

The Head Teacher will be the appraiser for those support staff that they directly line manage. Where the Head Teacher is not the direct line manager, the role of appraiser for some or all support staff will be delegated in its entirety to the member of staff's line manager (usually a Senior or Middle Leader). Where a member of support staff has more than one line manager the Head Teacher will determine which line manager will be the most appropriate to manage and review performance. All line managers to whom the Head Teacher has delegated the role of appraiser will receive appropriate support for that role.

Objectives and Standards Setting Objectives

The Governing Body will set the Head Teacher's objectives after consultation with the external adviser.

Objectives for each teacher (and member of support staff) will be set before or as soon as practicable after the start of each appraisal period. As a general principle, every member of staff will be set a minimum of three appraisal objectives for a full appraisal cycle.

Every effort will be made for the objectives to be agreed between the appraiser and appraisee but where agreement cannot be reached, the appraiser will make the final determination

The objectives will be set out in a planning statement issued to the individual following a meeting to discuss their appraisal and will:

- contribute to school's plans for improving the school's educational provision and performance and improving the education of children at the school;
- be rigorous, challenging, achievable, time-bound, fair and equitable for staff with similar roles/responsibilities and experience;
- have regard to what can reasonably be expected of any appraisee in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours;
- reflect the employee's experience and professional aspirations; and ➤ be quality assured against the school improvement plan

The planning statement will set out:-

- arrangements for observing performance in the classroom;
- what information/evidence/criteria will be used; ➤ what support/assistance will be provided; ➤ the expected timescale for completion.

Reviewing Objectives

Should it be necessary to review and/or change objectives or to incorporate additional classroom observations then a Revision Meeting will be held and changes should be recorded on Part Two of the Planning and Review Statement and sent to the individual.

Teachers' Standards

The performance of all teachers, regardless of their career stage will be assessed against the teachers' standards, which define the minimum level of practice expected from teachers from the point of being awarded QTS.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their performance in that appraisal period will be assessed. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

Reviewing Performance & Gathering Evidence

Staff subject to the appraisal process should be clear about the evidence required by the appraiser in order to assess their performance overall and make any recommendation as required regarding pay progression. It will ultimately be the Head Teacher who puts forward recommendations to the Staffing and Finance Committee regarding pay progression. The evidence gathered by the school and the member of staff will be determined by the nature and scope of the agreed objectives and teachers standards.

In this school, the evidence may include:

- children's data including (*e.g. statutory and optional test results, examination results, school-based testing, tracking and progression data*);
- evidence from school-based monitoring and evaluation systems including (*e.g. results of the scrutiny of children's' work; lesson planning reviews*);

- classroom observations undertaken in accordance with school's classroom observation protocol
- written feedback from individuals with direct professional knowledge of the appraisee's work (including from outside the school where the appraisee is involved in outreach work or has a wider role within the community or locality);
- evidence of outcomes identified for leadership and management objectives;
- evidence of outcomes identified for administrative, professional or technical objectives; and
- the outcomes of the appraisee's engagement in professional development including feedback on the contribution they have made to the development of others.

Teachers' performance will be observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS.

In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on the specific circumstances of the school.

Appraisal is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers share responsibility for improving their teaching through appropriate professional development with the school. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback (including initial issues and concerns)

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable, after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made within the specified timeframe.

The outcome will be confirmed in writing within two working weeks wherever possible.

Concerns about an Appraisee's Performance Addressing Concerns

Where during the course of an appraisal cycle concerns still exist relating to an appraisee's performance the appraiser should bring these matters to the individual's attention at a Review Meeting.

The appraiser should clearly identify the shortfall in performance and required standards that need to be met.

The appraiser should give the appraisee a reasonable period of time to improve [review period] and state clearly how their performance will be monitored and assessed during this period.

The appraiser should make it clear to the appraisee that failure to achieve the required standards within the review period will result in the matter being dealt with under the Capability Procedure. Written records of the meetings, arising actions etc should be kept.

Transition to Capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that performance will be managed under the Procedures for Managing Under Performance / Capability Procedure, and will be invited to a formal capability meeting. The transition to formal capability will not normally be made unless there is evidence that:

- under performance against agreed objectives and/or standards has prevailed for some time; and
- the underperformance is either serious or has persisted despite the provision of support

Annual Assessment

Every teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the Governing Body must consult the external adviser.

The Head Teacher will assess and make a decision about the content of each appraisal report and where the appraisee is a teacher eligible for performance pay, this will include making a recommendation about pay progression to the Staffing and Finance Pay Review Committee. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at interim meetings held during working time.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Head Teacher). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant
- the assessment of performance and of training and development needs will inform the planning process for the following appraisal period
- when progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Appeals

If an appraisee wishes to appeal against any determination in relation to his or her pay, the procedure is set out in the school's pay policy. If an appraisee is unhappy with the content of the written appraisal report excluding the recommendation regarding pay progression, the School's Grievance procedure should be used.

Confidentiality

The whole appraisal process including the written appraisal report will be treated with strict confidentiality at all times, subject to the arrangements for access to this and other evidence set out below.

Appraisal reports will be retained by the Head Teacher or in the case of the Head Teacher the Chair of Governors, for a minimum period of 6 years from the end of the cycle. Where the person undertaking classroom observation is not the appraiser, sufficient information about the focus of the observation and the relevant objectives will be shared by the appraiser to enable this role to be performed effectively.

Where an eligible teacher or Head Teacher is considered for performance pay progression, the relevant committee will be provided with access to the appraiser's appraisal report upon request.

Where an employee submits an appeal to the Governing Body under this policy, the relevant committee will be provided with access to the appraisal report and any other relevant appraisal documentation to facilitate the consideration of the appeal

Monitoring and evaluation

The Governing Body will monitor the operation and outcomes of appraisal arrangements including CPD. The Head Teacher will provide the governing body with a written report on the operation of the school's appraisal CPD policies annually. The report will not contain any information that would enable any individual to be identified.

Quality Assurance

The Head Teacher will review all objectives and written appraisal records personally, in order to check that there is a consistency of approach and standards of expectation between different appraisers.

Specific Issues

Teachers (and teaching assistants) who join the school or change jobs within the school during the appraisal cycle:

- For staff who start their employment at the school part-way through the school's appraisal cycle, the Head Teacher (or Governing Body in the case of the Head teacher) will make appropriate arrangements for their performance to be managed during the remainder of the school year with a view to bringing their cycle into line with the cycle for other staff as soon as possible.
- For staff already employed at the school who transfer to a new post within the school part-way through a cycle, the Head Teacher (or Governing Body in the case of the Head Teacher) will determine whether to begin the appraisal cycle again and whether to change the reviewer, depending on the extent to which the appraisee's responsibilities and job description have changed.

Part-time teachers (and teaching assistants)

Appraisal arrangements will apply on the same basis as full-time staff. The same degree of challenge in the process will apply but the breadth and volume of each element in the process will be proportionate to and reflect the period of time worked.

Where a job share arrangement is in place, objectives, performance criteria and the evidence to be considered will focus on an individual member of staff's contribution.

Teachers (and teaching assistants) who are absent for a significant part of the cycle In assessing a teacher's overall performance, the appraiser will take account of what it was reasonable for the appraisee to achieve during the time they were in school or whether a review meeting needs to be arranged to change/amend the objectives that have been set. The implications for the recommendation about performance pay progression for eligible teachers is set out in the school's Pay Policy.

Annex 1 – Classroom Observation Protocol

General

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained, given the arrangements for confidentiality and record keeping set out elsewhere in this policy.

Specific Arrangements for Teachers

(Whilst the Education (School Teachers' Appraisal) (England) Regulations 2012 remove the prescription on the time limit for classroom observations, the figure of three hours per cycle has been consulted on and agreed with the trade unions at the Local Authority level. If schools wish to have different arrangements then they will need to consult on this locally with the relevant trade unions.)

The total period for classroom observation arranged for any teacher, whether full- or parttime, for the purposes of appraisal will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the time. The amount of observation planned and agreed for each teacher will reflect and be proportionate to the needs of the individual appraisee and reflect their individual circumstances.

In this school proportionate to need will be determined by consideration of:

- the assessment of the appraisee's overall performance at the end of the last appraisal cycle;
- the nature of the objectives set for the next appraisal cycle; and
- the appropriateness of classroom observation as a source of evidence for the performance criteria identified for those objectives.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle additional classroom observations may be arranged.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified of the lesson to be observed in advance and also what aspects are to be assessed in line with the objectives and criteria that have been set.

Classroom observations will only be undertaken by persons with Qualified Teacher Status (QTS). This may be by the appraiser or others with appropriate professional expertise. In this school classroom, observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

The evidence gathered may relate to the appraisee's teaching practice performance in general and will contribute to the overall assessment of performance at the end of the appraisal cycle. Verbal feedback will be given as soon as possible after the observation and always no later than the end of the next school day. It will be given during directed time in a suitable, private environment.

Specific Arrangements for Teaching Assistants

Although there is, no statutory provisions for observation of Teaching Assistants. Moorside Primary School are committed to provide staff with constructive advice, support by the use of lesson observations, teacher feedback, performance management and training.

As part of that commitment, lesson observations both announced and unannounced are carried out throughout the year.

Annex 2 -Teaching Assistant Standards

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- having regard for the need to safeguard children's' well-being by following relevant statutory guidance along with school policies and practice.
- upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching Assistants are expected to:

- share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching Assistants are expected to:

- demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all children including, where appropriate, those with special educational needs and disabilities.
- promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

- use effective behaviour management strategies consistently in line with the school's policy and procedures.
- contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching Assistants are expected to:

- recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- with the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- understand their responsibility to share knowledge to inform planning and decisionmaking.
- understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- communicate their knowledge and understanding of children to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.