


















Name:

Part-time Teachers – Performance Rating Chart

	INTERVIEW BANDS				PERFORMANCE APPRAISAL BANDS					
	Qualifications	Experience	Professional Knowledge	Language	Teaching Observations	Teaching – TFQs	Collegiality	Professional Development	Reliability	Flexibility
10 Outstanding	A Postgraduate diploma AND MA or higher	More than ten years, mainly EAP	Extensive practical and theoretical knowledge	Able to use a wide range of written/spoken genres	Outstanding	Consistently above the mean, often significantly	Strong sense of collegiality/ involvement in Centre	+ Engaging in ongoing, focused professional development	+Reliability goes above and beyond the call of duty	Willing to teach all courses. Freely available. Happy to sub.
8 Excellent	A Postgraduate diploma or MA (with practicum) or PGC	Substantial EAP	Sound practical and theoretical knowledge	Educated native-speaker or equivalent	Excellent	Consistently around or above the mean	A very helpful and positive presence. Willing to take on extra duties.	+ Actively makes use of ELC professional development opportunities	+ Displays sound administrative reliability	Willing to teach all courses. Some restrictions on availability, but can perform all course-related duties. Happy to sub.
6 Very Good	UCLES Cert or equivalent plus MA (without practicum)	Around two years (full-time) EAP	Sound practical awareness and some theoretical knowledge	Near educated native-speaker or equivalent	Very Good	Consistently around the mean	A friendly and approachable staff member who gets on well with others.	Attends inductions & standardisations and takes steps to be fully informed about courses. Fulfils admin duties such as record keeping, mark entry and exam duties promptly and accurately.		Willing to teach most courses. Some restrictions on availability. Can perform all course-related duties.
4 Good		Teaching experience, but little EAP	Practical awareness with little awareness of theory		Good	Consistently around or slightly below the mean	Keeps a notably low profile regardless of the time of classes, but not unfriendly	Working to meet the required standard or develop areas of professional concern	Usually meets the expectation above	Some restrictions on availability. Can perform all course-related duties. Restricted course preferences.
0 Of Professional Concern	 UCLES Certificate or equivalent, or MA (without practicum)	 Little classroom experience	 Much more practical awareness needed	Some language issues, eg. accuracy or range of genres	 Of professional concern	 Consistently below the mean, sometimes significantly	 Isolated minor issues	Shows no interest in professional development	 Requires effort from others to ensure that work is done	Reluctant to take on new or unfamiliar courses
-10 Of major Professional Concern	No relevant qualification 		Little apparent professional awareness 	Unacceptable control of language 	Of major professional concern 	Consistently well below the mean 	Negatively affects colleagues 	Resists professional development despite areas of identified professional concern 	Unreliable 	Constraints severely restrict availability or ability to perform course-related duties 

 = May result in the teacher not being offered ELC work

 = Professional development required

Overall Rating _____

Date _____

Appraiser _____

Teacher _____

Overall grades: Outstanding >90, Excellent 84-89, Very Good 70-83, Good 60-69

Scores for Teaching Observations and TFQs are doubled.

Notes on completing the Performance Rating Chart

Qualifications

Only qualifications specifically in TEFL, TESOL or Applied Linguistics should be considered.

The ELC places considerable emphasis on the importance of practical training as well as theoretical training. An MA which contains no practicum (i.e. most MAs from the UK, HK or Australia) is not considered an acceptable qualification unless backed up with some kind of practical qualification.

Experience

As a rough guide, around 800 hours of part-time experience is equivalent to one year full time.

Professional knowledge

The only way your appraiser is able to judge this is by the way you talk about your teaching in the feedback meetings and by how you planned your observed lesson. Our initial impression of this will have been formed at your interview.

Language

To get outstanding in this category, you should feel comfortable producing and guiding others to produce a wide range of different genres, possibly including a formal oral presentation, an academic essay, a PhD thesis, a scientific report and a range of business documents.

Teaching – TFQs

Some courses are more popular with students than others, making it easier to get higher TFQs. That's why we relate our overall assessment to the course mean rather than a specific number. However, as a rough guideline, if your overall TFQ is over 6, you're doing extremely well, if it's 5 point something that's very good (most TFQs are in the 5 range), if it's a high 4 point something you should probably be looking to see what the problem might be, unless it's a particularly unpopular course or an isolated result, if it's below 4.5 you should be worried and if it's below 4 you should be very worried indeed. Students almost never give an overall rating of below 4.

Collegiality

Willingness to take on extra duties has to be backed up with actually having done so. If you haven't, VG is the highest you should rate yourself on this scale.

Professional development

To get a VG rating here, you need to have acquired all the knowledge and skills to do the job properly. This includes being able to answer students questions about regulations and possible future course choices, having the IT skills to access information, submit marks and make full use of classroom equipment, being able to mark to an appropriate standard and knowing what records should be kept. It's combined with Reliability at the middle level because the only way we know if you can do it is if you actually do it, accurately and on time.

Flexibility

The perfect O here has never said no to Odilia when she rang up offering a class at a strange time or a substitution at the last minute, has almost no timeslots crossed out on the preference form and has not listed any courses as "would rather not teach". There's not many of them around.