



SUDLEY INFANT SCHOOL

CAREER EXPECTATIONS

Autumn 2017

Appendix 9
SUDLEY INFANT SCHOOL
Career Stage Expectations

	1	2	3	4	5
Professional practice	All teaching satisfactory; much better	All teaching good or better	All teaching good, some outstanding	All teaching good, some outstanding	All teaching good, much outstanding
Professional outcomes	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
Professional relationships	Positive working relationships with pupils, parents and carers & colleagues	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues & staff lead to excellent class provision	Plays a proactive role in building key stage teams to improve provision & outcomes	Plays a proactive role in building schoolwide teams to improve provision & outcomes
Professional development	Able, with support, to identify key professional development needs & respond to advice & feedback	Takes a proactive role in accessing relevant support & professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes & adapt practice accordingly	Plays a proactive role in leading the professional development of Key Stage colleagues	Plays a proactive role in leading the professional development of colleagues across the school

Preamble - It is expected that teachers reach this standard regardless of their career stage	
1	Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills up-to-date & are self-critical; forge positive professional relationships; & work with parents and carers in the best interests of their pupils.
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Part 1 - Teaching

1.1. Set high expectations which inspire, motivate and challenge pupils

Standard 1.1 (1) Establish a safe and stimulating environment for pupils, rooted in mutual respect	
1	With some support, ensure that the learning environment is stimulating and promotes independent learning
2	Independently, ensure that the learning environment is stimulating and promotes independent learning.
3	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges/ supports individuals
4	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges/ supports individuals. Offers support to less experienced colleagues.
5	Demonstrate the ability to evaluate the impact of the learning environment (their own and others') ensuring that suggestions to less experienced colleagues enable them to create a more stimulating classroom which promotes independent learning and challenges/ supports individuals.

Standard 1.1 (2) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1	Set goals that stretch & challenge most pupils in their class. Talk to a more experienced colleague about pupils who they feel are not on track to meet the targets set.
2	Set goals that stretch & challenge almost all pupils in their class. Recognises pupils who may not meet or may exceed those targets. Seeks advice from a more experienced colleague as to how to best support these individual pupils.
3	Set goals that stretch & challenge almost all pupils in their class, (including the most able.) With support read just targets for pupils who have the potential to exceed them & provide targeted support for those who may not be on track to meet them.
4	Set goals that stretch & challenge almost all pupils in their class, (including the most able.) Read just targets for pupils who have the potential to exceed them & provide targeted support for those who may not be on track to meet them. Evaluate the impact of the targeted support provided.
5	Individual pupils are set challenging personal goals. Targets are readjusted regularly in response to a careful tracking of pupil progress. Targeted support is provided for pupils who may not be on track to attain the targets set. Regularly evaluates the impact of any targeted support provided & adapts future provision as a result. Supports less experienced colleagues in setting pupil targets & their progress towards them.

Standard 1.1 (3) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
1	Is supportive of our school's values & demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
2	Is supportive of our school's values & consistently demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
3	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents and carers) the positive attitudes & high standards of behaviour expected.
4	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents and carers) the positive attitudes & high standards of behaviour expected. Supports colleagues who have recently joined our school in upholding our values & expectations.
5	Is proactive in promoting our school's values within school & the wider community. Reinforces (to both pupils & parents and carers) the positive attitudes & high standards of behaviour expected in school. Supports colleagues who have recently joined our school in upholding our values & expectations.

1.2. Promote good progress and outcomes by pupils

Standard 1.2 (1) Be accountable for pupils' attainment, progress and outcomes	
1	Assesses pupils' attainment & progress within a lesson &/ or a series of lessons. Demonstrates an awareness of statutory & school assessment procedures.
2	Assesses pupils' attainment & progress within a lesson &/ or a series of lessons. Demonstrates a growing awareness of statutory & school assessment procedures. Works with more experienced year group colleagues in order to moderate judgements about pupil progress & attainment.
3	Assesses pupils' attainment & progress within a lesson &/ or a series of lessons. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues & the use of standards files where relevant.
4	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant.
5	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant. Supports less experienced colleagues in their assessments of pupil attainment & progress.

Standard 1.2 (2) - Plan teaching to build on pupils' capabilities and prior knowledge	
1	<ul style="list-style-type: none"> • Average, above average & below average pupils are identified & appropriate provision and/or support to meet these needs is planned. • Is aware of the capabilities & of their class & bases future teaching on this knowledge. Recognises the progress their class has made within lessons.
2	<ul style="list-style-type: none"> • Accurate teacher assessment ensures that activities effectively meet the needs of average, above average & below average pupils. The needs of SEN pupils are met. Additional adults are effectively employed. Misconceptions are noted & addressed during the plenary or at the start of the next day's lesson. • Is aware of the capabilities & prior knowledge of key groups within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils have made within lessons.
3	<ul style="list-style-type: none"> • Assessment strategies are used to ensure planned activities provide sufficient challenge for pupils, including the most able. Additional adults are well deployed & have a clear teaching role. Most pupils make good progress. Misconceptions are addressed as the lesson progresses. • Is aware of the capabilities & prior knowledge of key groups, (including vulnerable groups) within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils have made within lessons.
4	<ul style="list-style-type: none"> • Planning takes account of individual learner's needs & preferred learning styles. Additional adults have a clear teaching role during the majority of the lesson. Planning has been adapted as a direct result of the teacher's evaluation of the previous day's learning. Effective use of assessment strategies enable the teacher to reshape tasks & explanations in order to maximise learning opportunities as the lesson is delivered. Almost all pupils make good progress. • Has a secure understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons.

5	<ul style="list-style-type: none">• Skilled & flexible use of a variety of teaching styles are effectively used to meet individual learner's needs. Additional adults have a clear teaching role throughout the lesson. Systematic checking of pupils' understanding throughout the lesson enables sharply focused, appropriate & effective interventions to be accurately matched to individual needs with notable impact. Constant use of Assessment strategies enable children to move between groups during the lesson, enabling the teacher to ensure all children are sufficiently challenged throughout the lesson. All children make at least good progress.• Has a good understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons, adapting planning accordingly as the lesson progresses.
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Standard 1.2 (3) Guide pupils to reflect on the progress they have made and their emerging needs	
1	Learning intentions are clear and shared orally and/or in writing with the children.
2	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria is discussed with the children.
3	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria is discussed with the children. Children are able to use success criteria to explain whether or not they have met the learning intention.
4	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria is discussed with the children. Children confidently use success criteria to explain whether or not they have met the learning intentions.
5	Differentiated learning intentions are clear & shared orally &/or in writing with the children. Lesson intentions are regularly referred back to during the course of the lesson. Children help to set success criteria & evaluate their individual performance & that of their peers against them.

Standard 1.2 (4) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
1	Has a growing understanding of how pupils learn & how this impacts on teaching.
2	Has a growing understanding of how the pupils in their class learn & begins to adapt their teaching in response to this.
3	Has a good understanding of how the pupils in their class learn & adapts their teaching in response to this.
4	Has a good understanding of how individual pupils in their class learn & adapts their teaching in response to their preferred learning styles. Supports less experienced colleagues within their key stage in developing their teaching styles.
5	Has an excellent understanding of how individual pupils in their class learn & adapts their teaching throughout lessons in response to their preferred learning styles. Supports less experienced colleagues throughout school in developing their teaching styles.

Standard 1.2 (5) Encourage pupils to take a responsible and conscientious attitude to their own work and study	
1	Many children are on task and working productively for most of the lesson. Some children require reminders.
2	The majority of children are on task and working productively for most of the lesson. A few children require reminders. Some opportunities are provided for pupils to work independently.
3	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Regular opportunities are provided for pupils to work independently.
4	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teacher promotes pupils' resilience, confidence & independence.
5	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teaching promotes high levels of pupil resilience, confidence & independence.

1.3. Demonstrate good subject, area and curriculum knowledge

Standard 1.3 (1) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings	
1	Are familiar with statutory guidance for the year group in which they work
2	Has a secure understanding of the statutory guidance for the year group in which they work
3	Demonstrate through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work.
4	Demonstrate through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the year groups above and below the one in which they work.
5	Demonstrate through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the key stages above and below the one in which they work

Standard 1.3 (2) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
1	Attends staff meetings and school-led INSET sessions
2	Actively participates in staff meetings and school-led INSET sessions
3	With support from a more experienced colleague, help to lead staff meetings & school-led INSET sessions
4	Leads whole school staff meetings. Deliver training to colleagues in order to improve pupil attainment and progress within the key stage in which they work.
5	Identifies areas for whole school development & deliver training to colleagues across the school in the form of staff meetings or school-led INSET sessions

Standard 1.3 (3) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	
1	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulation & the correct use of standard English, within their teaching.
2	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulation & the correct use of standard English, within their teaching & wider professional duties.
3	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulation & the correct use of standard English, within their teaching & wider professional duties.
4	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulation & the correct use of standard English, within their teaching & wider professional duties. Actively promotes this among staff working in their class.
5	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulation & the correct use of standard English, within their teaching & wider professional duties. Actively promotes this among staff working throughout school.

Standards 1.3 (4 & 5)	
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
1	Is developing a growing understanding of how to effectively teach mathematics, literacy & synthetic phonics
2	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed
3	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed and has a growing understanding of the teaching of these subjects in the year groups before & after their own.
4	Supports less experienced colleagues within their key stage in developing their teaching of mathematics, literacy & synthetic phonics. During phase meetings shares with colleagues any recent training they have received in these curriculum areas.
5	Leads whole school development in the teaching of mathematics, literacy & synthetic phonics. Models teaching of these subjects to colleagues within our school and/or staff from other local schools. Carries out own research into the teaching of these subjects which they employ effectively in their own practice & share with colleagues.

1.4. Plan and teach well structured lessons

Standard 1.4 (1) Impart knowledge and develop understanding through effective use of lesson time	
1	Lessons taught are generally well structured, have a reasonable pace and are usually of appropriate length.
2	Lessons taught are well structured, have good pace and are of appropriate length. Transitions are well planned & ensure that no valuable learning time is wasted. Use of VAK strategies ensures that the preferred learning styles of many pupils are met.
3	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timing of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met.
4	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timing of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met. Supports less experienced colleagues in their effective use of lesson time.
5	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timing of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met. Supports less experienced colleagues in their effective use of lesson time. (This might include colleagues from other schools).

Standard 1.4 (2) Promote a love of learning and children's intellectual curiosity	
1	Enjoys working with children
2	Is enthusiastic when teaching
3	Enthusiasm impacts positively on children's attitudes towards learning
4	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning.
5	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning. Enthusiasm for teaching impacts positively on colleagues.

Standard 1.4 (3) Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
1	Set homework & plans out-of-class activities with support from more experienced colleagues
2	Set homework & plans out-of-class activities with minimal support from more experienced colleagues (including educational visits, visitor to school and afterschool activities).
3	Independently set homework & plans out-of-class activities for children within their class (e.g. educational visits, visitor to school and afterschool activities).
4	Independently set homework & plans out-of-class activities for children within their year group, (e.g. educational visits, visitor to school and afterschool activities). Completes & submits relevant educational visits documentation including risk assessments.
5	Supports less experienced colleagues in planning homework and out-of-class activities for children within their year group. (e.g. educational visits, visitor to school and afterschool activities). Completes & submits relevant educational visits documentation including risk assessments.

Standard 1.4 (4) Reflects systematically on the effectiveness of lessons and approaches to teaching	
1	Evaluate effectiveness of lessons & teaching styles used. Begin to develop practice in response to their personal evaluation. Respond to advice & support given by more experienced colleague.
2	Evaluate effectiveness of lessons & teaching styles used. Begin to develop practice in response to their personal evaluation. Seek advice & support from more experienced colleague.
3	Evaluate effectiveness of lessons & teaching styles used. Begin to develop practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation.
4	Evaluate effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced year group colleagues in developing their own practice.
5	Evaluate effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced colleagues within (& outside of) school in developing their own practice.

Standard 1.4 (5) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
1	Attend training recommended by the head teacher or other senior school leader relevant to school development priorities or personal development targets as identified through the performance management process. Attends any training required in light of curriculum developments and implementation of statutory assessments
2	Identifies own personal training needs, (including those which relate to curriculum developments or the implementation of statutory assessments) & with support from a senior school leader accesses appropriate INSET to meet these needs.
3	Identifies own personal training needs in light of local & national changes. Accesses appropriate INSET & demonstrates the impacts such INSET has had on their own practice.
4	Is aware of local & national changes, accesses appropriate INSET & demonstrates the impacts such INSET has had on their own practice. This is shared with colleagues during staff and/or phase meetings & with governors if relevant. Identifies training needs of staff within their key stage & assists the SLT in providing staff with access to relevant 'in-house' or LA provided training. They help the SLT to evaluate the impact of such training on pupil outcomes.
5	Uses own professional knowledge & experience to support the development of less experienced colleagues e.g. lesson study, peer observations, team teaching, moderation work. Delivers relevant training to a variety of staff and to the governing body when required. Actively seeks professional development opportunities via the network of local schools, through the local authority or via external providers in order to bring about whole school improvement.

1.5. Adapt teaching to respond to the strengths and needs of all pupils

Standard 1.5 (1) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
1	Able to plan, (with support from a more experienced colleague), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests.
2	Able to plan, (as part of a year group team), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Begin to adapt these plans to meet the specific needs of the individual pupils within their own class.
3	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class.
4	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within their year group with their planning of sequences of lessons.
5	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests.

	Effectively adapt these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within school, (including student teachers) with their planning of sequences of lessons & in their adaptation of lessons to meet specific pupils' needs.
Standard 1.5 (2) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these	
1	With support writes, delivers & monitors the effectiveness of IEPs and attends IEP review meetings
2	With minimal support writes, delivers & monitors the effectiveness of IEPs and participate in IEP review meetings. Deploy SEN support staff effectively. Begin to demonstrate an understanding of the roles of different outside support agencies.
3	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SEND Co in developing appropriate provision maps within your class. With support identify the need for support from outside agencies.
4	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SEND Co in developing appropriate provision maps within your year group. Identify pupils who require support from outside agencies.
5	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SEND Co in developing appropriate provision maps & monitoring their impact on pupil attainment within your key stage. Work effectively with colleagues from outside support agencies.

Standard 1.5 (3 & 4)	
<ul style="list-style-type: none"> • Demonstrate 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 • Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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 	

1	Has a growing understanding of how children develop physically, socially & intellectually. With support from a more experienced colleague is able to plan lessons which support pupils' educational needs
2	Has a secure understanding of how children develop physically, socially & intellectually. With minimal support is able to plan lessons which support pupils' educational needs.
3	Has a good understanding of how children develop physically, socially & intellectually. Plans lessons which support pupils' educational needs.
4	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupils' educational needs.
5	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupils' educational needs. Supports less experienced colleagues in planning lessons which support pupils' educational needs.

1.6 Make accurate and productive use of assessment

Standard 1.6 (1) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
1	Demonstrates an awareness of any statutory assessments required for the year in which they teach.
2	With support where necessary, carries out statutory assessments required for the year in which they teach.
3	Confidently carries out statutory assessments required for the year in which they teach. Have an awareness of statutory assessments required for years other than the one in which they teach.
4	Supports less experienced colleagues within their year group/phase in carrying out statutory assessments.
5	Supports less experienced colleagues within our school and/or within other local schools in carrying out statutory assessments.

Standard 1.6 (2 & 3)	
<ul style="list-style-type: none"> • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons 	
1	Begin to use Assessment strategies when assessing pupils' progress and attainment. Uses assessments made to inform future (medium term) planning for groups of pupils & to make judgements about the attainment of individual pupils.
2	Demonstrates increasing confidence in using Assessment strategies when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of pupils.
3	Confidently uses Assessment strategies when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of & individual pupils.
4	Confidently uses a variety of Assessment strategies when assessing pupils' progress. Use of Assessment strategies results in the teacher often being able to reshape tasks within lessons in order to ensure most pupils make good progress. Teacher assessments inform future short & medium term planning for groups of & individual pupils. Supports less experienced colleagues in their use of Assessment
5	Opportunities to use a variety of Assessment strategies are carefully planned. Effective use of Assessment strategies enable the teacher to confidently reshape tasks within lessons in order to ensure all pupils make good progress. Accurate evaluation of assessments

madeinformfutureshort&mediumtermplanningforgroupsof&individualpupils.Supportslessexperiencedcolleaguesin theiruseofAssessment&APP.

Standard 1.6 (4) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

1	Provides children with verbal & written feedback. Follows the school marking policy.
2	Children receive verbal and written feedback in a way that they can understand. Follows the school marking policy.
3	Children receive timely and accurate verbal & written feedback in a way that they can understand. The feedback given clearly relates to the lesson's learning objective. Follows the school marking policy.
4	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher.
5	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher. Children are encouraged to consolidate their learning by responding to questions or completing additional calculations posed by the teacher.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

Standard 1.7 (1) Have 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

1	Is supportive of school ethos & school code of conduct.
2	Establishes & reinforces class rules which are reflective of the school ethos & school code of conduct.
3	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules.
4	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their establishing of appropriate class rules which are reflective of the school ethos & school code of conduct.
5	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their establishing of appropriate class rules which are reflective of the school ethos & school code of conduct. Ensures colleagues & parents and carers are supportive of the school ethos & code of conduct.

Standard 1.7 (2 & 3)

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

1	Promotes acceptable behaviour through the use of praise, rewards & sanctions. Follows our school's behaviour policy.
2	Uses a range of strategies to ensure good levels of discipline within their class. Follows our school's behaviour policy.
3	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age of the pupils they teach. Follows our school's behaviour policy.
4	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy.
5	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy. Supports less experienced colleagues in developing effective behaviour management strategies.

Standard 1.7 (4) Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary

1	Follows our school's procedures for safeguarding children
2	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures.
3	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures. Demonstrates an awareness of the CAF process.
4	Follows our school's procedures for safeguarding children. Ensures that other adults working within school are aware of our school's safeguarding procedures. Attends relevant safeguarding training including CAF training where required.
5	Follows our school's procedures for safeguarding children. Regularly updates their knowledge of safeguarding children. Actively involved in the CAF process. Effectively works as part of a multi-agency TAC. Contributes to the monitoring & evaluation of the effectiveness of our school's safeguarding procedures.

1.8 Fulfil wider professional responsibilities

Standard 1.8 (1) Make a positive contribution to the wider life and ethos of the school	
1	With encouragement participates in the wider life of the school e.g. SIPFA, theme days etc
2	Actively participates in the wider life of the school e.g. SIPFA, theme days etc
3	Actively participates in the wider life of the school e.g. SIPFA, theme days etc Organises or helps lead an extra-curricular activity.
4	Actively participates in the wider life of the school e.g. Theme days etc Provides opportunities for the children to represent the school within the local community. Organises events and/or helps lead an extra-curricular activity. Encourages less experienced colleagues to participate in the wider life of the school.
5	Actively participates in the wider life of the school e.g. Theme days, fundraising events. Provides opportunities for the children to represent the school within the local community. Organises or helps lead an extra-curricular activity. Supports less experienced colleagues in planning or leading events or extra-curricular activities.

Standard 1.8 (2) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
1	Is willing to accept advice offered by more experienced colleagues.
2	Seeks advice & support from more experienced colleagues.
3	Seeks advice & support from more experienced colleagues including those with specific roles e.g. SEND Co, standards leader, phase leader.
4	Seeks advice & support from more experienced colleagues within school & from external agencies.
5	Seeks advice & support from more experienced colleagues within school & from external agencies. Provides advice for less experienced colleagues.

Standard 1.8 (3) Deploy support staff effectively	
1	Planning indicates the role of support staff within a lesson.
2	Planning indicates the role of support staff within a lesson. Time is spent briefly explaining the planning to support staff prior to the start of the lesson.
3	Support staff are consulted when planning future lessons. As a result of this they have a clear understanding of their role during various parts of the lesson. Feedback is given to support staff.
4	Actively involves support staff in the planning & delivery of future lessons. This results in support staff being effectively deployed in a way which impacts positively on pupil outcomes. Appropriate feedback is given to support staff which contributes towards their continuing professional development.
5	Actively involves support staff in the planning, delivery & evaluation of lessons. Support staff are encouraged to support the class teacher when assessing pupils' progress, in evaluating the effectiveness of targeted interventions used & are encouraged to contribute towards IEP reviews. The teacher helps support staff to identify their own professional development needs & helps facilitate opportunities for them to meet.

Standard 1.8 (4) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
1	Responds positively to feedback given and acts upon recommendations made. Some improvements in practice seen as a result.
2	Is able to demonstrate ability to evaluate own practice & with support can identify areas for further development. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
3	Accurately identifies areas of professional strength & areas for further development. With support from a member of the SLT, identifies strategies for addressing such areas. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
4	Accurately identifies areas of professional strength & suggests ways in which areas for further development can be addressed. Monitors & evaluates the impacts such strategies have upon their teaching. Supports key stage colleagues in addressing their areas for further development e.g. peer coaching
5	Recognises areas of professional strength of colleagues across the school. Plans & organises opportunities for colleagues to address areas for professional development within school. Provides feedback to colleagues. Evaluates their impact & reports back to SLT and governing body.

Standard 1.8 (5) Communicate effectively with parents and carers with regard to pupils' achievements and well-being	
1	Talk to parents and carers and carers about their child's achievements & well-being.
2	Is pro-active in arranging informal meetings with parents and carers to discuss any concerns they may have. Confidently talk to parents and carers about their child's attainment. With guidance from a more experienced colleague is able to suggest next steps in pupil's learning.
3	Is pro-active in arranging informal meetings with parents and carers to discuss any concerns they may have. Confidently talk to parents and carers about their child's attainment & well-being. Is able to suggest next steps in pupil's learning. Participates, (with support) in multi-
4	Is pro-active in arranging informal meetings with parents and carers to discuss any concerns they may have. Confidently talk to parents and carers about their child's attainment & is able to suggest how parents and carers may access additional support. Participates actively in multi-
5	Is pro-active in arranging formal & informal meetings with parents and carers, (including those involving outside agencies). Co-ordinates and/or leads multi-agency meetings. Provides advice & support to less experienced colleagues.

Part 2 - Personal and Professional Conduct

Personal and Professional Conduct - It is expected that teachers reach this standard regardless of their career stage	
1	2.1(1) Treating pupils, parents and carers & colleagues with respect & dignity
2	2.1(1) Observing proper boundaries, appropriate to a teacher's professional position;
3	2.1(2) Following our school's safeguarding procedures;
4	2.1(3) Being tolerant of & respectful towards the rights & viewpoints of others;
5	2.1(4) Not undermining fundamental British values such as democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs; 2.1(5) Making sure that personal beliefs are not expressed in ways which exploit pupils' vulnerability; 2.2 Following school policies & procedures; 2.2 Promoting & demonstrating high standards of behaviour both in the classroom & around school; 2.2 Upholding Christian values 2.2 Being punctual 2.2 Having high levels of attendance 2.3 Understanding & always acting within, the statutory frameworks which set out your professional duties & responsibilities.

These expectations form part of the guidance for the Headteacher, Governors and staff. The levels 1-5 relate to the MPG/ threshold grades (1= MPG1/2 2=MPG 3/4 3= MPG 5/6 4= UPS1/2 5= UPS3)

