Career Stage Expectations
for use in
Supporting Career Development of Teaching Staff

Section 1 General Standards pp 2-5
Section 3 Primary Context pp 22-37

Updated 01.03.2023

General Standards

The range of activities, level of teaching and experience described on pages 2 and 3 are required to meet the career stage expectations in all standards.

MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3
Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture	Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture	Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture
Reach standard with support or guidance.	Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support.	Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments with colleagues.	Has a high level of experience on which to draw on to advise and develop others and to inform own practice.	Has a high level of experience on which to draw on to advise and develop others and to inform own practice.	An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. Continues to build experience by extending own research and self-development to lead further initiatives in staff and School development.
Teaching may require improvement initially but should be good by the end of the year. Progress should be at least in line with national expectations.	Teaching is at least good and secures good average progress across own pupils.	Teaching is at least consistently good with examples of highly effective practice Average progress of pupils is good.	Teaching is highly effective and average progress is good or above across own pupils.	Teaching is highly effective and average progress is good or above across own pupils.	Teaching is consistently highly effective and pupils make good progress, a significant percentage make outstanding progress. Progress impact can be evidenced across a series of cohorts with pupils of all abilities as a result of coaching and mentoring of other teachers.
Shows a good knowledge and understanding of the primary curriculum areas and current specification content. Includes progress of study and end of key stage expectations relevant to their year group,	Have a secure knowledge and understanding of all subjects in the primary curriculum and current specification content.	Have well developed understanding of subject knowledge, curriculum content and current specification content and coverage across the phase taught.	Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.	Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.	
Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with	Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.	Monitors, analyses, evaluates and develops own key stage or subject area independently.	School key priority monitoring, analysing, evaluation and	School key prioritiy monitoring, analysing, evaluation and development across a range of areas over time. Researches and leads School wide developments in line with School and	
	Is actively involved with whole School developments in line with School vision,				

appropriate support. Effectively takes on board whole school or key stage School key priority developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole of School in line with key Priorities, Mission/Vision and Aims. Follows School Charter. Uses this to clarify, through safe and fruitful debate, what our working culture can look like.	mission and aims and key priorities. Follows School Charter. Uses this to clarify, through safe and fruitful debate, what our working culture can look like.	Is actively involved with whole School key priorities and may lead or initiate some areas in line with School Priorities Mission/Vision and Aims and key priorities. Follows School Charter. Uses this to clarify, through safe and fruitful debate, what our working culture can look like.	development across a range of areas over time. Researches and leads School key priorities and whole school developments in line with School Mission/Vision and Aims. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across School. Is able to support others when using the school charter.	Priorities Mission/Vision and Aims. Including giving effective guidance and support to ensure good progress and good practice is apparent across School, Is able to support others when using the school charter.	Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research. A significant contribution across School and beyond, is evidenced to governors in reports; monitoring, analysing, evaluation and development across a range of areas over time. Continued active involvement, School and beyond, in research and development keeping School at the forefront of educational development. Is able to support others when using the school charter.

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Standard 1: **Set high expectations which inspire, motivate and challenge pupils**	• Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Standard 2: **Promote good progress and outcomes by pupils**	• Be accountable for pupils attainment and progress by outcomes • Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Encourage pupils to take a responsible and conscientious attitude to their own work and study
Standard 3: **Demonstrate good subject and curriculum knowledge**	• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics and analytical phonics • use of analytical tools to assess and plan reading effectively ensuring pupils are ready for statutory assessments and the next phase in learning • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. • Use of analytical tools effectively to assess and plan sequences of maths lessons ensuring pupils are ready for statutory assessments and the next phase in learning
Standard 4: **Plan and teach well-structured lessons**	• impart knowledge and develop understanding through effective use of lesson time impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and pupils' intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired using school and learning tools • reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the Primary subject Areas and key stages
Standard 5:	

Adapt teaching to respond to the strengths and needs of all pupils	• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these including aspects of mental health and adverse childhood experiences • demonstrate an awareness of the physical, social and intellectual development of pupils, 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 of high ability; those with English as an additional language; those with disabilities; those who are young carers. Use and evaluate distinctive teaching approaches to engage and support them, using additional resource ensure they achieve in line with their peers.
Standard 6: **Make accurate and productive use of assessment**	• know and understand how to assess the relevant subject, pedagogies and curriculum areas, including statutory assessment requirements • make use of formative assessment systems which includes assessment for learning as laid out in School teaching and learning policy to secure pupils' progress • make use of Summative assessment using agreed termly, half termly bespoke tools as laid out in School assessment system to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, ensuring pupils are ready for statutory assessments and the next phase in learning.
Standard 7: **Manage behaviour effectively to ensure a good and safe learning environment**	• Teach pupils our 5 clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around School in accordance with School's behaviour policy • Disposition and attitude as evidenced by behaviour of class around and outside of school site • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as laid out in the school behaviour policy • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them in accordance with Pastoral team guidance • Maintain positive and appropriate relationships with pupils, exercise appropriate authority, and act decisively when necessary to ensure pupils are safeguarded
Standard 8: **Fulfil wider professional responsibilities**	• make a positive contribution to wider life and ethos of School • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively & ensure their ongoing learning and development • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being. • Strong planning and learning with family on school website

	The role of staff in achieving this is to:
	- Deliver a curriculum which is inclusive and differentiated - Use a range of flexible, responsive and evidence based learning styles which promote independent learning - Encourage collaboration and participation in lessons - Promote a full range of thinking and life skills which enable pupils to develop into mature and responsible adults - Provide opportunities for regular differentiated assessment and feedback - Ensure pupils who attend the any SRB integration groups are planned for including assessment and reporting to families **The Governors will support staff in achieving this through the provision of:** - A supportive and inclusive working environment - Observation and feedback which is supportive and developmental - Annual performance management and professional review - Individual and collective professional development opportunities - Opportunities to innovate and participate in any aspect of the broader work in line with the school's mission vision and aims

Career Stage Expectations at School

Guidance on how to use the Career Stage Expectations document:
- The Career Stage Expectations document is based on the national Teachers Standards.
- Within the document the Teachers Standards are unpacked into a range of subcategories which defines the Standards leaders have mapped out
- The purpose of the document is to support teachers to develop their practice and aid them in planning progress in their career.
- The document will be used as a reference tool for constructive performance management and professional development discussions as set out in pay and performance management policies.

Standard 1:

Set high expectations which inspire, motivate and challenge pupils	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Establish a safe and stimulating environment for pupils, rooted in mutual respect Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of our pupils.	With support/guidance… Teaching may require improvement initially but should be at least good by the end of the year	Independently… At least good teaching and average good progress across own class. Sharing good practice in own subject areas Beginning to support others when asked across all areas	Embedding good practise across primary subject area and continuing to monitor, evaluate and improve it across School. Greater awareness of whole School data across all areas and developing and evaluating improved practise across School. Monitoring, evaluating and supporting others. At least consistently good and many examples of highly effective teaching practice, with good or above progress across own class and across subject area.	Monitoring and evaluating across whole School and across a range of areas. Developing improved practise at whole School level based on research. Highly effective teaching and good progress across own class. Good progress in primary subject areas throughout School.	Monitoring and evaluating across the whole School and across a range of areas. Developing improved practise at whole School level based on research Highly effective teaching and good progress across own class. Good progress in subject areas throughout School. Impact is consistent and embedded in this area.	Further research and development projects carried out which continuously feed into improving practice with our own school and others Highly effective practitioner showing highly effective teaching and good or above progress with different cohorts of pupils and across all abilities/needs. High and effective involvement in the leadership and management and direction of School and its development which is evidenced in data and evaluation reports. An extensive level of experience on which to draw, this is continuously used to advise others and inform own practise.

The expectations of all staff at School, regardless of career stage is to meet this standard in the following ways:
- Act as a role model for pupils demonstrating professionalism and consistent high expectations at all times which support the ethos of School
- Establish and maintain consistent high expectations of all
- Encourage individual and collective responsibility
- Create a 'can do' culture to raise aspiration for all
- Focus on equality and mutual respect
- Foster positive relationships between staff and pupils and peers

The role of staff in achieving this is to:

- Deliver a curriculum which is inclusive and aspirational
- Use a range of flexible and responsive learning styles which promote independent learning
- Demonstrate school values in the delivery of our mission, vision and aims
- Encourage collaboration and participation in lessons
- Promote a full range of thinking and life skills which enable pupils to develop into mature and responsible adults
- Provide opportunities for regular differentiated assessment and feedback

Our school will support staff in achieving this through the provision of:

- a supportive and inclusive working environment
- observation and feedback which is supportive and developmental
- annual performance management and professional review including career pathway
- individual and collective professional development opportunities
- opportunities to innovate and participate in any aspect of School's wider work

Standard 2:						
Promote good progress and outcomes by pupils	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**UPS 3**
Be accountable for pupils attainment and progress by outcomes	Keep accurate records of own pupils attainment Know the age and progress expectations for own class Set appropriate targets for end of year attainment With support where needed	Keep accurate records of own pupils attainment Know the age and progress expectations for the primary age range Set appropriate targets for end of year attainment Monitor data for any curriculum area responsibility using it to inform areas for development	Monitor and analyse attainment in own curriculum area using it to inform areas for development and measuring the impact of any actions on improving progress and attainment.	Centralised data and tracking information is analysed across all relevant subjects or year groups and used to inform future actions and interventions	Centralised data and tracking information is analysed across all relevant subjects or year groups and used to inform future actions and interventions. Impact is consistent and embedded in this area.	Appraise and mange other staff through pupil progress meetings, target setting and data analysis. Track, monitor and analyse whole School data in own specific areas of leadership Have a knowledge of the data for all year groups and curriculum areas across School and use this to effectively inform future actions in School
Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these	Use data and regular marking to inform planning and differentiation in daily lessons which takes account of all pupils needs use data to inform planning through pupil progress meetings With support where identified Use AFL techniques such as: Engage in regular dialogue	Use data and regular marking methodically to inform planning and differentiation in daily lessons Utilise a wide range of strategies for the needs of all abilities and groups Use data to inform planning through pupil progress meetings	Support others with developing skills and ideas for effective differentiation within own key stage .	Lead and develop strategies across the school which develop the use of data; identification of gaps and barriers to learning. Produce effective planning and differentiation to overcome these by using differentiation to close gaps in pupil achievement in line with pupils aspirations. Identify groups who need specific intervention and ensure that they are targeted with timely intervention Monitor marking and data across School putting in place support or training where necessary.	Lead and develop strategies across the school which develop the use of data; identification of gaps and barriers to learning. Produce effective planning and differentiation to overcome these by using differentiation to close gaps in pupil achievement in line with pupils aspirations Contribute to new policy and curriculum development in light of findings Identify groups who need specific intervention and ensure that they are targeted with timely and	Monitor and evaluate use of data and marking to inform planning, research and implement new strategies where appropriate to ensure that there is continuously developing good practice Contribute to new policy and curriculum development in light of findings

					effective intervention . Monitor marking and data across School putting in place support or training where necessary. Impact is visible and sustained.	
Guide pupils to reflect on the progress they have made and their emerging needs	with pupils within lessons reflecting on, consolidating and extending learning and promoting an enthusiasm for learning. Regularly use improvement marking. Ensure pupils are given time to reflect and act on marking Ensure pupils relate marking and work to their personal targets	Consistent and established use of AFL ensures that pupils are aware of and able to reflect on their own learning and of how to improve through: Established and consistent use of improvement marking Established and consistent methods in place to allow pupils to reflect and act on marking Established and consistent use of individual pupil targets by teacher and pupils Share good practice in AfL for example through coaching and paired teaching	Employ effectively a wide range of AfL techniques which ensure progress of pupils is consistently good or above. Support colleagues in use of AfL for example through coaching and paired teaching	Research develop and implement whole School improvements to systems to support pupils' reflection on their progress and next steps. Impact is consistent and embedded in this area	Research develop and implement whole School improvements to systems to support pupils' reflection on their progress and next steps. Impact is consistent and embedded in this area	Monitor the use of AfL across School / key stage/year group. Contribute to our teaching and learning with exemplars and written guidance. Investigate new and innovative practise and share with others Identify need and implement support for colleagues in effective AfL strategies.

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Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Have a good understanding of pupil development , pedagogy and different learning skills shown by the use of these within own teaching, to enable all pupils to make progress	Extensively and consistently use a range of learning and teaching techniques to ensure all pupils' needs are met. Experiment and explore different and new techniques to maximise pupil progress Identify individual pupils needs and plan and teach accordingly to overcome barriers and ensure progress	Share good practice in teaching and learning across the year group, key stage or School which facilitates improvements and secures rapid and sustained progress for all pupils	Established highly effective practice is developed and shared across School	Established highly effective practice is developed and shared across School. Impact is consistent and embedded in this area.	Highly effective and innovative practice in teaching and learning in the wider context is investigated and leads to the implementation of new and relative initiatives across School.

Develop potential to share practice across the school |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study | Use an awareness of age expectations to set targets, challenges and rewards which promote responsible and conscientious work and progress | Consistently use a variety of techniques which encourage pupils to become responsible and conscientious in their learning enabling them to make good progress | Share own good practice with colleagues to encourage responsibility and conscientious learning. | Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation be aware of pupils' attitudes to learning across School Research new initiatives and techniques which develop pupils aspiration and independence in learning, where appropriate share these across School | Own class show consistently good or highly effective attitudes to their own learning which facilitates good or highly effective progress. Through monitoring and observation be aware of pupils' attitudes to learning across School Research new initiatives and techniques which develop pupils aspiration and independence in learning, where appropriate share these across School. Impact is consistent and embedded in this area. | Research develop and implement whole School systems to promote responsible and conscientious learning. |

Standard 3:						
Demonstrate good subject and curriculum knowledge	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Have a good knowledge of the areas they are teaching at the appropriate level for the year group being taught. Through reflective teaching identify misunderstandings and use relevant support to address them. Plan and deliver structured lessons covering the required curriculum content, making or sourcing resources where necessary. Be aware of the latest developments and adapt teaching when necessary to ensure latest requirements are met Take responsibility for own learning and development through attending staff training and events and reading current literature.	Have a good knowledge and understanding of progression in all subjects taught across the primary range With support develop an in depth understanding and knowledge base in at least one subject area, begin to share this with colleagues. Investigate and use different approaches to lessons in own class teaching, drawing on a wide range of teaching ideas, resources and literature. With support observe and monitor work and planning and teaching within own area. Become increasingly aware of current developments in subject and curriculum areas researching developments in own subject area specifically and sharing information with colleagues. Source relevant information and take advantage of opportunities to develop own practice in all primary areas.	Have a thorough knowledge of curriculum content and coverage across the primary range Work independently to research and share latest developments in own subject area with colleagues. Observe and monitor work planning and teaching within own area. Independently research and know in depth developments in own subject area. Share developing ideas and good practice with colleagues monitor and evaluate any new initiatives in own subject area in own class and across School	Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more area of the curriculum taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout School. Monitor the impact of developments in at least one subject. Active involvement and engagement in enquiry and action research projects and promote the value of scholarship	Established highly effective knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more area of the curriculum taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout School. Monitor the impact of developments in at least one subject. Impact is consistent and embedded in this area. Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Impact is consistent and embedded in this area.	Research new curriculum wide initiatives including own ideas and action research in order to ensure that School is at the forefront of innovative and engaging subject and curriculum developments. Monitor impact of developments and new initiatives. Actively identify the need for an investigative enquiry approach to improve teaching and learning. Influence and lead an enquiry based approach.

demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Use and model standard English in own speech. Correct and model pupils' spoke English. Teach mark and assess literacy in line with the curriculum for the age group taught ensuring improvement marking is used and acted on and promotes accurate SPAG.	Use systematic and thorough methods for the effective teaching of literacy, SPAG in literacy lessons and regularly throughout daily practice and all subjects.	Develop strategies which embed high standards of literacy in teaching and learning whilst strengthening technical accuracy in SPAG.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons. Impact is consistent and embedded in this area.	Monitor the standards of literacy and standard English within the wider curriculum. Promote consistency and collaboration across School in embedding high standards of literacy.
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Develop reflective practice and enhance own subject knowledge and understanding in phonics drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. Understand and use synthetic phonics at the appropriate level for the age group being taught.	Embed reflective practice.	Support others in their awareness of, development of and/or teaching of synthetic phonics.	Research new developments in the teaching of phonics and early reading and share them with other staff. Track and monitor the impact of teaching of synthetic phonics on reading, if and where appropriate.	Research new developments in the teaching of phonics and early reading and share them with other staff. Track and monitor the impact of teaching of synthetic phonics on reading, if and where appropriate. Impact is consistent and embedded in this area.	As part of the leadership of School, ensure that systematic synthetic phonics is taught effectively throughout School and that the impact of this teaching is tracked and shared with all staff. Adjusting approaches and supporting CPD as necessary.
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Develop reflective practice and enhance own subject knowledge and understanding in maths drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. With support of subject leaders, plan, teach and assess maths accurately using appropriate strategies to develop pupils' accurate understanding of mathematical concepts.	Teach maths at a consistently good level. Share own good practise with colleagues.	Model highly effective teaching of mathematics and share good practice with colleagues.	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. Impact is consistent and embedded in this area.	

Standard 4						
Plan and teach well-structured lessons	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**U PS 3**
impart knowledge and develop understanding through effective use of lesson time	Plan and teach a series of structured lessons to at least satisfactory standard, with support and guidance of senior leaders where necessary. Reflect on planning and progress and modify teaching in future lessons in light of this.	Plan and teach a series of structured lessons to at least a consistently good standard. Plan daily timetable to maximise use of time throughout the day to ensure learning and progress is continuous. Take part in CPD/ coaching activities to develop stronger teaching skills and develop whole School practice. With support share good practise in planning and delivery within own subject area and development of SoW.	Plan and teach a series of structured lessons showing some highly effective practice. Plan daily timetable to maximise use of time throughout the day, to ensure learning and progress is continuous. Support others through coaching to develop stronger teaching skills and develop whole School practice. Model good /highly effective teaching for others Independently lead CPD and developments in teaching, delivery and SoW in own area. Monitor and evaluate impact of any actions implemented. With support observe and support other members of staff teaching own subject area.	Plan and teach to an highly effective standard. Model highly effective teaching for others. Analyse and monitor impact of teaching across School and implement any changes needed to improve teaching and learning. Observe and develop other members of staff.	Plan and teach to an highly effective standard. Model highly effective teaching for others. Analyse and monitor impact of teaching across School and implement any changes needed to improve teaching and learning. Observe and develop other members of staff. Impact is consistent and embedded in this area.	Lead/Contribute to initiatives in the effective development of planning and delivery of lessons and teaching skills across School.
promote a love of learning and pupils' intellectual curiosity	With support and guidance from senior leaders or other relevant staff, provide engaging and motivating lessons which inspire pupils to become independent learners.	Share innovative practice with colleagues.	Research and develop innovative practice in own class or subject area to develop enjoyment and curiosity within learning. Implement whole School actions to improve engagement and motivation and monitor impact within own subject area.	Research, develop, monitor and evaluate engaging teaching practices across the whole School and across all curriculum areas.	Research, develop, monitor and evaluate engaging teaching practices across the whole School and across all curriculum areas. Impact is consistent and embedded in this area.	Engage in wider research into learning and share results across the school where appropriate.

set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Set homework in line with School policy. Plan trips visits and activities which extend and consolidate lessons and subjects taught, with the guidance of senior leaders or other relevant staff.	Plan and implement whole School trips and visits and other activities or interest days, clubs and competitions which enhance an area of the curriculum, with support of other staff where needed.	Independently plan and implement whole School trips and visits and other activities or interest days and competitions which enhance an area of the curriculum in line with whole School development areas.			
reflect systematically on the effectiveness of lessons and approaches to teaching	Reflect on own class teaching and learning to refine planning and teaching in future lessons to improve own practice and learning and progress of the class	Embedded reflective practice. Sharing of good practice in planning and delivery with colleagues' in small groups or across whole School, with support and guidance from senior leaders or other relevant staff	Sharing of embedded highly effective practice in teaching Development of teaching strategies that may be shared across and contribute to the wider School development plan, implementation of improved reflective and refined practice	Monitoring and observation of reflective practice, teaching techniques. Analysis and action planning to develop improved practice across School either for individuals or whole School. Implementation of new techniques and monitoring of impact Own development of highly effective practice and implementation across School	Monitoring and observation of reflective practice, teaching techniques. Analysis and action planning to develop improved practice across School either for individuals or whole School. Implementation of new techniques and monitoring of impact Own development of highly effective practice and implementation across School. Impact is consistent and embedded in this area.	Research and development of reflective practice and approaches to teaching in a broader context than own at School.
Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Contribute to the development of the curriculum through engagement at meetings and implementation of ideas discussed or required	In own area lead the development of the curriculum, monitoring observing and checking planning. Experiment with new ideas and strategies in the delivery of the curriculum and share these with other staff with the guidance and support of senior leaders or other relevant staff.	Deliver exemplar lessons and share best practice through example. Monitor the delivery of the curriculum for own area and explore and implement new ideas for the design of the curriculum to increase engagement and learning. Coach other staff	Understand the overview of all subjects which make up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across School and monitor. Support and hold others to account for their subject monitoring Research and lead the development of innovation in curriculum design for School	Understand the overview of all subjects which make up the primary curriculum and contribute to the monitoring and development of the curriculum as a whole entity. Implement change across School and monitor. Support and hold others to account for their subject monitoring Research and lead the development of innovation in curriculum design for School. Impact is consistent and embedded in this area.	

Standard 5:						
Adapt teaching to respond to the strengths and needs of all pupils	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**UPS 3**
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Observe and analyse differentiation across School. Through data analysis identify, monitor and track key groups of pupils in own area of responsibility. Consistent and effective use of class data and marking to inform appropriate differentiation which uses a range of different methods. Teaching ensures all groups and individuals needs are met within activities and explanations enabling all to make good progress. Clear understanding of a range of needs ability to evaluate effects of differentiation and adjust planning accordingly. May draw on support of others for advice.	Observe and analyse differentiation across School. Through data analysis identify, monitor and track key groups of pupils in own area of leadership across School. Independently aware of and using consistent and effectively, class data and marking to inform appropriate differentiation which uses a range of different methods. Teaching ensures all groups and individuals needs are met within activities and explanations enabling all to make good progress. Clear understanding of a range of needs consistently evaluates effects of differentiation and adjusts planning accordingly. Share good practice in differentiation across age range taught and in leadership areas.	Observe and analyse differentiation across School. Through data analysis identify, monitor and track key groups of pupils in own area of leadership across School. Research and implement methods to use within own area of leadership to support key groups and individuals effectively. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils.	Monitor and track the progress of key groups across School. Have a good understanding of differentiation across School including teachers' methods and strengths. Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils.	Monitor and track the progress of key groups across School. Have a good understanding of differentiation across School including teachers' methods and strengths. Actively analyse and research methods and resources to improve learning and progress through differentiation methods, share these with others. Show highly effective practice in differentiation in own teaching which ensures good or highly effective progress of own pupils. Impact is consistent and embedded in this area.	Monitor and track progress of key groups across School. Lead the development of CPD and other initiatives to support the provision for key groups
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Know about and plan lessons taking into account learning styles and barriers to learning. Plan and deliver lessons with an awareness of pupils needs and with advice from others ensure that	Planning and delivery of lessons consistently and effectively takes into account the needs of all learners to enable them to make progress. Draw on advice and support from others where necessary to ensure all learners are able	Have an established range of resources to draw on to overcome barriers to learning, begin to share these with others	Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across School.	Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across School. Impact is consistent and embedded in this area.	Lead research and implement whole School strategies and resources to overcome a range of barriers to learning.

	interventions and methods are used which help overcome barriers to learning.	to access learning.				

demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development	Be aware of the need to and develop pupils SMSC through School's agreed programme and opportunities that arise. Adapt teaching to ensure it meets the needs of the age group and stage of development within own class. Identify discuss and refer relevant pupils in own class to the learning mentor or similar pastoral support.	Have a developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons. Planning and delivery consistently and effectively meets the needs of all learner's stages of development across a range of age groups. Adapting teaching and methods to meet the needs of the whole pupil.	Ability to adapt own teaching techniques to meet the needs of all primary age groups. Experiment with a range of opportunities to support the development of SMSC skills. Share own good practice in teaching and methods which meets the needs of all pupils' levels of development, across the key stage or School.	Ability to adapt own teaching techniques to meet the needs of all primary age groups. Share a range of good practice in teaching and methods which meets the needs of all pupils' levels of development, across School.	Ability to adapt own teaching techniques to meet the needs of all primary age groups. Impact is consistent and embedded in this area.	Take an active lead/contribute to in the development of SMSC across School/School.
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of 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.	Identify pupils in own class who are not making age appropriate progress or development and adapt teaching appropriately with support and advice form the SENCo or senior leaders. Be aware of key groups of children in own class and use appropriate teaching strategies to engage and support them with the guidance of the SENCo or senior leaders.	Have a developed knowledge of appropriate intervention, strategies and differentiation and use these to meet the needs of vulnerable pupils. Involve outside agencies if necessary through liaison with the SENCo. Show consistent and effective adaptation of teaching to meet the needs of all groups of learners. Monitor data and results to ensure that strategies used are effective and adapt if necessary. Plan in small steps for specific pupils and advise teaching assistants on the delivery of relevant programmes, monitor results of programmes and adjust with advice if needed to ensure progress. Strategies used are effective in closing the gap.	Have and extensive knowledge of appropriate and effective intervention, strategies and differentiation which are consistently effective in closing the gap between key groups of learners. Strategies are evaluated and good practice is shared with others.	Support and advise others in suitable methods, interventions and differentiation for all pupil groups. Evaluate methods used across the School to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership. Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL pupils.	Support and advise others in suitable methods, interventions and differentiation for all pupil groups. Evaluate methods used across the School to ensure effectiveness and research and implement new strategies where gaps are not closing or progress is not being made, especially within own areas of leadership. Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL pupils. Impact is consistent and embedded in this area.	

Standard 6:

Make accurate and productive use of assessment

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	**The expectations of all staff in School, regardless of career stage is to meet this standard in the following ways:**
• make use of formative and summative assessment to secure pupils' progress	• ensure that all pupils, regardless of their starting points make rapid and sustained progress
	• effectively monitor the progress of pupils in lessons
• use relevant data to monitor progress, set targets, and plan subsequent lessons	• utilise data to inform planning and delivery
	• provide challenge, pace and support to encourage pupils to achieve at the highest level create a culture of aspiration in all pupils
• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	• use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all pupils

The role of staff in achieving this is to:
- Utilise data effectively to inform planning, delivery and assessment
- Provide a range of assessment opportunities which are inclusive and differentiated
- Utilise a range of questioning and discussion techniques which promote learning and progress for all
- Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment
- Encourage peer assessment and review in lessons
- Provide regular feedback both orally and in writing
- Ensure that all pupils understand how to improve their work and have the opportunity to do so to secure progress
- Produce accurate and timely reports as required

School will support staff in achieving this through the provision of:
- regular and comprehensive benchmark, progress and target setting data
- observation and feedback which is supportive and developmental
- work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on pupils' progress and work completion relevant and targeted CPD opportunities at individual, Priorities Mission/Vision and Aims. and School level according to need

Standard 7:						
Manage behaviour effectively to ensure a good and safe learning environment	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**UPS 3**
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around School, in accordance with the School's behaviour policy	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy. Anticipate and plan for potential behaviour management.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy. Anticipate and plan for potential behaviour management. Promote positive behaviour in accordance with School and class rules in own class and throughout School.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy Anticipate and plan for potential behaviour management scenarios.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy To contribute to the development and implementation of whole School approaches to behaviour management	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy To contribute to the development and implementation of whole School approaches to behaviour management Impact is consistent and embedded in this area.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply School's behaviour policy Develop and implement whole School approaches to behaviour management
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom. Start to build a range of behaviour management strategies using praise, rewards and sanctions effectively drawing on the support and guidance of others where needed.	Maintain consistent high expectations of behaviour which promote effective learning in the classroom Develop a broad range of personal behaviour management strategies which are consistently implemented and use praise sanctions and rewards effectively. Embedding reflective practice facilitates highly effective behaviour management strategies and confidence in experimentation in a range of different contexts	Set and model for others high expectations of behaviour. Have a well-established range of strategies including praise sanctions and rewards, consistently implemented which promote good and highly effective behaviour in the classroom Share good practice in the implementation of a range of behaviour management strategies which promote effective behaviour for learning.	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Be able to tailor them to specific needs and develop the skills in others. Establishes highly effective practice in behaviour management is shared across School and its impact on pupils attitudes and learning is monitored and evaluated	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Be able to tailor them to specific needs and develop the skills in others. Establishes highly effective practice in behaviour management is shared across School and its impact on pupils' attitudes and learning is monitored and evaluated. Impact is consistent and embedded in this area.	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure highly effective behaviour and engagement in learning. Support others in the drive to secure good and highly effective behaviour in classes and across School. Act as a coach and mentor to staff who need support and development in this area. Highly effective and innovative practice in behaviour management strategies which promote effective learning is investigated and leads to implementation of new and relevant initiatives across

						School and across the school.
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Manage behaviour effectively in own class to create a classroom environment which promotes positive relationships and engages and motivates pupils	Manage behaviour effectively to have an established ethos and systems in the classroom which motivate pupils. Approaches ensure that pupils good and highly effective behaviour in the classroom, results in effective learning.	Manage behaviour effectively in own class and throughout School. Maintain an ethos in classroom which ensures that pupils are highly motivated and learn well. A wide range of approaches are used and shared with colleagues. Strategies are developed which take account of individual needs	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well. Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout School.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well. Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout School. Impact is consistent and embedded in this area.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that pupils are highly motivated and learn well Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout School.
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Create a classroom environment which promotes positive relationships. Take appropriate measures to ensure behaviour is in line with School expectations, drawing on advice of others	Establish a rapport with all pupils throughout School and implement a range of strategies which promote good behaviour and effective learning. Take appropriate measures to ensure positive behaviour at all times	Positive relationships are embedded and an in depth knowledge of pupils and their needs enables all pupils to participate effectively in learning	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning. Impact is consistent and embedded in this area.	Act as a role model in strategies which encourage positive relationships and a climate for learning throughout School. Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout School.

Standard 8:						
Fulfil wider professional responsibilities	**M1 and M2**	**M3 and M4**	**M5 and M6**	**UPS 1**	**UPS 2**	**UPS 3**
make a positive contribution to the wider life and ethos of School	Participate in whole School events and activities. Organise own class trips with the support of others.	Participate in or organise extracurricular clubs. Participate in whole School events including those organised by parent associations. Lead assemblies and other specialised areas of learning across the whole School	Instigate and organise whole School events which contribute to the wider activities and ethos of School	Be part of the organisation of the whole School calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the pupil's learning and range of experiences	Be part of the organisation of the whole School calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the pupil's learning and range of experiences. Impact is consistent and embedded in this area.	Take a lead in the organisation of the whole School calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the pupil's learning and range of experiences. Upholding the principals and ethos of School at all times.
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Participate effectively as a member of a team. Know who to ask for specific advice and support in different areas.	Undertake a curriculum responsibility. Develop own skills in curriculum area of responsibility through drawing on advice and specialist support Have on going high quality dialogue with colleagues within School which contributes to improving practise and provision for pupils, including cascading of own CPD experiences. Where requested, undertake mentoring roles for ITT or NQT.	Lead a team /key stage /whole School initiative, plan implement and share change with colleagues drawing on support from others if required. Start to collaborate with other professionals beyond School teaching practices and provision for pupils	Undertake higher level CPD in order to develop an area within School. Share own School good practice in the wider School.	Undertake higher level CPD in order to develop an area within School. Share own School good practice in the wider School. Impact is consistent and embedded in this area.	Instigate opportunities to collaborate with colleagues across School Lead innovate and share best practice resulting from such collaboration
deploy support staff effectively	Plan activities for support staff which promote learning and progress. Communicate effectively with support staff to enable them to access and deliver your plans.	Planned use of support staff has a notable impact on the learning of key groups or individual pupils. Good relationships and effective communication exists within the classroom team	Monitor and evaluate the effectiveness of own support staff on the learning of key groups of pupils to ensure that they have a notable impact on the learning of key groups or individual pupils. Guide and monitor support staff in the delivery, recording and tracking of intervention programmes.	Timetable support staff hours across Year group, key stage or School. Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress.	Timetable support staff hours across Year group, key stage or School. Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress. Impact is consistent and embedded in this area.	Be involved in the performance management and development of support staff

take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Undertake appropriate profession development to improve own teaching skills and secure progress in your career. Development areas informed by needs identified in performance management or NQT meetings and in line with School needs. Developing practice ensures effective professional contribution across School. Know how and when to seek professional development advice	Take responsibility for cascading up to date knowledge and information form curriculum area or CPD activities across School. Lead curriculum area training with support if needed. Undertake mentoring role for ITT pupils if required. Embedding practice ensures highly effective professional contribution across School	Lead and plan curriculum area training independently Undertake mentoring role for ITT and NQT if required. Consistent highly effective practice leads to developing skills in leadership and management and highly effective professional contribution across School.	Undertake NQT induction process Act as a reviewer in School's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming. Established highly effective practice ensures highly effective leadership and management and highly effective professional contribution across School and beyond	Undertake NQT induction process. Act as a reviewer in School's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming. Established highly effective practice ensures highly effective leadership and management and highly effective professional contribution across School and beyond. Impact is consistent and embedded in this area.	Lead/contribute to and facilitate professional development events across School. Act as reviewer in School's performance management system Act as a lead professional in the coaching and mentoring of colleagues across School school. Consistent highly effective practice in leadership and management ensures highly effective leadership management and professional contribution across School and beyond.
Communicate effectively with parents with regard to pupils' achievements and well-being.	Start to build professional relationships with own class pupil's parents, through parents evenings and reports.	Communicate confidently with parents of own class pupils in informal and formal situations.		Lead and document meetings supporting other class teachers in discussions with parents	Lead and document meetings supporting other class teachers in discussions with parents. Impact is consistent and embedded in this area.	Have a high profile with parents in School and deal with issues that arise.