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Hove Learning Federation Early Career Teacher (ECT) INDUCTION POLICY

Amended: *Spring 2023*

Adopted by the *Behaviour Working Party* on behalf of the Governing body: *Spring 2023*

Rationale

The purpose of this policy is to ensure correct implantation of the Early Career Framework for all new early career teachers in their first two years of teaching, as laid out by the Department for Education. As of September 2021, all schools are required to follow the Early Careers Framework (ECF) for Early Career Teachers (ECTs).

It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits. Department for Education
<https://www.gov.uk/government/publications/early-career-framework>

At Hove Learning Federation, we understand that these beginning stages are not only very demanding but also of considerable significance in the professional development of the new teacher. The ECT induction process at Hove Learning Federation ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an ECT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. The ECF was developed using robust evidence to provide a national standard for early career teacher training and aims to ensure a common induction for all teachers and provide a common language and research base.

There are five core areas around which the ECTs training will focus:

- Behaviour management
- Pedagogy
- Curriculum
- Assessment
- Professional behaviours

Purpose

Here at Hove Learning Federation, we have chosen a funded provider-led programme. We have chosen to work with UCL Institute of Education as part of the Sussex Coast Schools Alliance, accredited by the Department for Education, who have designed and will deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education. Our induction process has been designed to make a significant contribution to both the professional and personal development of ECTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the ECTs.
- To provide appropriate counselling and support through the role of an ECT Mentor.
- To provide ECTs with varied examples of good practice.
- To help ECTs form good relationships with all members of the school community.
- To help ECTs become aware of the school's role in the local community.
- To encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate good practice.

- To provide opportunities to identify areas for development.
- To help ECTs to develop an overview of a teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help ECTs perform satisfactorily against the current Teachers' Standards.

The Teachers' Standards are a set of professional standards for teachers and trainees that are expected to be maintained when they achieve QTS. Those in education should be referring to these standards throughout their career as a way to review their own progress and success as a teacher.

<https://www.gov.uk/government/publications/teachers-standards>

This ECT policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success. If further guidance is needed then the Statutory Induction Guidance for Early Careers Teachers can be consulted. This can be found under this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf

Legislation & Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for early career teachers \(England\)](#) from 1 September 2021.
- The [Early career framework reforms](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)
- [Early career teacher induction: COVID-19 absence exemption](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

Roles and Responsibilities

The Governing Body will:

- Ensure compliance with the DfE's Statutory Guidance.
- Be satisfied that Hove Learning Federation has the capacity to support the ECT.
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction.
- Investigate concerns raised by an individual ECT as part of Hove Learning Federation's agreed Grievance procedures.
- Seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

Before the induction period starts, the Headteacher will:

- Check that the teacher has been awarded QTS by the Teaching Regulation Agency .
- Clarify if the ECT needs to serve an induction period or is exempt from induction.
- Register the ECT with an Appropriate Body (AB). For Hove Learning Federation this is Brighton and Hove.
- Ensure the ECT's post is a suitable post in which to serve induction.
- Ensure the ECT has a 10% reduced timetable for development activities, in addition to PPA time.
- Register the ECT with the Department for Education.

Once the induction period starts, the Headteacher will:

- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure an appropriate and personalised induction programme is in place for the ECT.
- Ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Ensure termly assessments are completed in accordance with guidance and submitted to Brighton & Hove LA as required.
- Maintain and retain accurate records of employment that will count towards the induction period and notify Brighton & Hove AB if absences approach 30 days.
- Make the governing body aware of the arrangements that have been put in place to support ECTs serving induction.
- Make a recommendation to Brighton & Hove AB on whether the ECT's performance against the relevant standards is satisfactory or requires an extension.
- Participate appropriately in Brighton & Hove's quality assurance procedures.
- Retain all relevant documentation/evidence on file for six years.

In certain situations, the Headteacher will:

- If applicable, obtain assessment forms from an ECT's previous post (these will inform the ECT's targets) and send copies to Brighton & Hove, Hove Learning Federation Appropriate Body.
- Act early and alert Brighton & Hove AB, if an ECT may be at risk of not completing induction satisfactorily.
- Ensure third party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards.
- Submit an interim assessment to Brighton & Hove who are the AB, when an ECT leaves the school in the middle of an assessment period.
- Send any completed assessment forms and the interim assessment form to any subsequent school that requests it.
- Periodically inform the governing body about our induction arrangements.

- Advise and agree with Brighton & Hove AB, in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.

The Induction tutor will:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development in conjunction with the ECF programme with Sussex Schools Alliance.
- Carry out regular progress reviews throughout the induction period.
- Inform the ECT during the assessment meeting the judgements to be recorded in the formal assessment record and invite ECTs to add their comments.
- Undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff) and submit to AB on BEEM.
- Carry out progress reviews in terms 1, 2, 4 and 5 and submit outcome to AB on BEEM.
- Ensure that the ECT's teaching is observed and feedback provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties, inform named contact at the Appropriate Body – Sharon Mackenzie is the named contact at Brighton and Hove.

The Induction manager will:

- Provide induction tutors with structured systems to support their ECTs and ensure they are fully aware of their responsibilities and deadlines.
- Ensure ECTs and induction tutors understand the Teachers' Standards and how they should be used.
- Provide a professional studies programme for ECTs, including the opportunity to carry out external visits/training where relevant.
- Support induction tutors in monitoring the ECTs' progress against the Teachers' Standards by, for example, undertaking joint observations.
- Provide extra support to induction tutors where ECTs are experiencing difficulties
- Ensure, on behalf of the Headteacher, that Brighton & Hove LA is alerted to any concerns about an ECT's progress.
- Ensure mentors are familiar with and have read the guidance from the DfE
<https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training>.

The mentor will:

- Attend mentor training with ECF provider and ECT teacher.
- Carry out weekly meetings with ECT teacher and feedback to Induction Tutor.

- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the agreed monitoring and development programme.
- Raise any concerns with their induction tutor as soon as practicable.
- Consult with the Headteacher and/or Brighton & Hove AB named contact, at an early stage if there are or may be difficulties in resolving issues with their tutor.
- Keep track of and participate effectively in the scheduled classroom observations, progress, reviews and formal assessment meetings.
- Participate fully in the agreed monitoring and development programme and ECF programme.
- Agree with their induction tutor the start and end dates of the induction period / part periods and the dates of any absences from work during any period / part period.
- Retain copies of all assessment forms.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction programme.
- Ensure they have read ECT guidance from the DfE-
<https://www.gov.uk/guidance/guidance-for-early-career-teachers-ects-ecf-based-training>.

ECT entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS) and in line with the Early Career Framework.

The key aspects of the induction programme for ECTs at Hove Learning Federation are:

- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.

- A formal induction day in July which includes training on the school's Learning Cycle, Displays, Environments and Safeguarding. Time is given to observe the Learning Cycle being delivered in different year groups and there is time built in to meet their Year Group Leader.
- Attendance at our Transition mornings in the Summer term to meet their new class and also attend handover meetings with their class's previous teacher/s.
- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other ECTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- In Y1 a reduction of 10% of the average teacher's workload in addition to their planning, preparation and assessment time (PPA). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor. A reduction of 5% of the average teacher's workload will happen in their second year, again in addition to their PPA time.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of ECTs arranged by Brighton & Hove LA and the Teaching School Alliance.
- Opportunities for further professional development based on agreed targets.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on ECT induction. Brighton and Hove Appropriate Body recommends six lesson observations in Y1 and three in Y2.

Assessment & Quality Assurance

The assessment of ECTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the ECT's development in order to gain a reliable overall view.
- Opportunities will be created for ECTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ECT concerned.

- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

All of the above will be clearly referenced to the Teachers' Standards 2012 (see appendix)

At Risk Procedures

If an ECT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ECT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to Brighton & Hove AB without delay.

Where an ECT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher/SPA will support the ECT Mentor and ECT in observations and in planning an appropriate programme to ensure satisfactory completion of the ECT year and that all steps have been taken to improve the situation. The ECT will be made aware of any concerns, at all stages, throughout the induction process.

Addressing ECT Concerns

If an ECT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the ECT should raise concerns with a named Brighton & Hove AB contact. (Sharon Mackenzie)

schools.training@brighton-hove.gov.uk

Appendices:

Included in the induction of ECTs, is familiarity of key documents; i.e. CP, H&S, Behaviour and Relationships. Please refer to Appendix 1, Teaching Staff Induction Checklist

Expectations of teacher competencies from ECT to Executive Headteacher at Hove Learning Federation is attached. Please refer to Appendix 2: Career Matrix

Teaching Staff Induction Checklist 2022/23

New Staff Member	Induction Responsibility	Start Date	Privacy Notice	Health & Safety Induction	A copy of the staff Handbook	Special Leave & Absence Policy	Sick Absence Management Procedures	Health & Safety Policy	Fire & Evacuation Procedures	Child Protection Policy	Code of Conduct Policy	Social Media Networking Policy	Received CP Training	Please read through the following policies in detail			Whistle Blowing Policy	Acceptable use of ICT Policy	Use of Images Policy	Areas of responsibility for the Designated Safeguarding Leads and Designated People for Children In Care	Teaching & Learning Policy (ask to read & meet if they have any
														Planning, Assessment, Recording & Reporting Policy	Display Policy	Behaviour for learning & Relationships Policy					

 School Road site

 Holland Road site

Minimum Career Stage Expectations for Teachers

At Hove Learning Federation we aspire to the highest standards for children and to the creation of a forward looking and dynamic school. We want our school to be the forefront of educational thinking and best practice. We expect teachers to make the education of their pupils their first concern and in so doing, are accountable for achieving the highest possible standards in work and conduct. We are committed to providing development opportunities for all teachers.

The purpose of this document is to link the Teachers' standards (2012) to minimum expectation of what they look like in practice as teachers become more experienced and move up the pay scale. These expectations should not cap or restrict excellent practice, as they are a minimum. These expectations demonstrate a cumulative development of skills and abilities that are supported by our pay structure.

WHIS has the following expectations:

For staff to:	For teaching/learning and the curriculum to:
Take full responsibility for pupil outcomes; achievement and progress	Challenge, excite and engage
Demonstrate high expectations of behaviour for themselves and others, modelling respect and tolerance	Be based on prior assessment in order to pitch and differentiate for all pupils
Create a safe and secure learning environment where pupils feel secure to have a go and make mistakes	Provide well targeted formative and summative feedback which leads to action and improvement
Value and reward both effort and excellence	Secure the basic skills which are used and applied across the curriculum
Want every child to be the best they can be	
Ensure learning is challenging for all pupils	
Have high expectations of personal development; keeping professional knowledge up to date and continually reflecting on their own performance as a teacher	
Be willing to have a go and try out new things	
Adopt an inspirational, no excuse, approach to work	
Forge positive professional relationships with pupils', parent/carers and colleagues	

Summary of Teachers' Standards

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)	By (UPS3)
1 Set high expectations which inspire, motivate and challenge pupils	Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good with outstanding elements as a minimum. (Correlated with pupil progress)	Teaching over the last two years is judged as consistently good and often elements of outstanding as a minimum. (Correlated with pupil progress)	Teaching over the last two years is judged as always consistently good with many elements of outstanding as a minimum. (Correlated with pupil progress)	UPS 3 requires teaching over the last two years to be judged as outstanding overall. Pupil progress and attainment in reading, writing and math's averaged over two years is also outstanding
2 Promote good progress & outcomes by pupils	Pupils make progress which is at least in line with national expectations	Pupils make progress which is in always in line with that needed in the school to be in line with progress required by the end of the key stage	Pupils make progress which is always/exceeds that needed in the school to be in line with progress required by the end of the key stage			
3 Demonstrate a good subject & curriculum knowledge	Generally secure subject knowledge in all core areas; acknowledging where areas of development exist and independently addressing	Routinely/always displays secure subject knowledge across the curriculum; acknowledging where areas for development exist and independently addressing	Always displays secure subject knowledge across the curriculum; acknowledging where areas of development exist and independently addressing	Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this	Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to staff groups/ whole staff or across the Partnership	
4 Plan and teach well-structured lessons	Generally able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture	Routinely/always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others in school and across the Partnership	As UPS1 but with pin point accuracy. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others in school and across the Partnership	
5 Adapt teaching to respond to the strengths and needs of all pupils	Differentiation of task is generally accurate based on assessment	Differentiation of task and direct teaching input is accurately pitched and effective for the vast majority of time , based on accurate Assessment	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils , based on accurate assessment		
6 Make accurate and productive use of assessment	Accurate use of assessment to guide learning within class, including accurate assessment of work/learning	Routinely/always accurate use of assessment to guide learning within class, including accurate assessment of work/learning within key stage	Assessment is always used accurately to guide learning within class, including accurate assessment of work/learning across a key stage	Supports others in school/across the Partnership in accurately assessing work/learning	Leads whole-school/Partnership work in improvement or sustaining this strand	
7 Manage behaviour effectively to ensure a good and safe learning environment	School wide expectations are generally met	School wide expectations are consistently met	School wide expectations are always met	Supports others in school/across the Partnership in developing this	Leads whole-school/Partnership work in improvement or sustaining this strand	
8 Fulfil wider professional responsibilities	Generally make a wider contribution to the school	Routinely makes a wider contribution to the school	Always makes a wider contribution to the school			
UPS criteria	Performance at this stage requires the teacher to be highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained. This means: <ul style="list-style-type: none">• "highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.• "substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues• "sustained": the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding					

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
1 Set high expectations which inspire, motivate and challenge pupils	Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good with outstanding elements as a minimum. (Correlated with pupil progress)	Teaching over time is judged as always consistently good with often elements of outstanding as a minimum. (Correlated with pupil progress)	Teaching over time is judged as always consistently good with many elements of outstanding as a minimum. (Correlated with pupil progress)
1.1 Establish a safe & stimulating environment for pupils, rooted in mutual respect	Relationships are generally calm and respectful. Teacher uses respectful language	Relationships are routinely calm and respectful. Teacher routinely models and uses respectful language	Relationships are always calm and respectful. Teacher always models and uses respectful language	Relationships are always calm and respectful. Teacher always models and uses respectful language. This is a model for others to learn from within school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Classroom environment & work areas are tidy and safe. Displays are, on the whole , stimulating, relevant & reflect standards of learning. The environment encourages Independent learning <i>Classroom/school environment used well, promoting effective subject learning</i>	Classroom environment & work areas are tidy and safe. Displays are routinely stimulating, relevant & reflect standards of learning. The environment actively promotes independent learning	Classroom environment & work areas are tidy and safe. Displays are highly relevant and stimulating & reflect high standards of learning. Communal areas share the same high standards. The environment always enables pupils to independently experiment and be challenged	Classroom environment & work areas are tidy and safe. Displays are highly relevant and stimulating & reflect standards of learning. Take responsibility for ensuring that communal areas share the same high standards. The environment is a model for others to learn from within school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
1.2 Set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions	Believe and demonstrate through words & actions that all pupils are capable of learning & progress. On the whole , teaching reflects this. On the whole , pupils work & outcomes reflects differentiation & challenge <i>What does ASP/school data show about the effectiveness of the subject over time for different groups of pupils? Is this information used to support subject planning</i>	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching routinely reflects this. Pupils work & outcomes routinely reflect differentiation & challenge	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes always reflect differentiation & challenge	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes always reflects outstanding differentiation & challenge and is a model for others to learn from within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Identifies specific groups, e.g. DA, DA Able, SEN, Able, EAL and generally plans for challenge	Identifies specific groups, e.g. DA, DA Able, SEN, Able, EAL and routinely plans for specific challenges	Highly strategic in planning for meeting the needs of every pupil. DA pupils in particular make accelerated progress	Highly strategic in planning for meeting the needs of every pupil and supports others in this from within the school and/or across the Partnership. Almost all groups of pupils make accelerated progress	Able to lead on this aspect within the school and/or across the Partnership
1.3 Demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils.	Demonstrates hard work, perseverance & 'can do' attitude. Understands the values and vision of the school	Demonstrates hard work, perseverance & 'can do' attitude. Understands and routinely demonstrates the values and vision of the school	Demonstrates hard work, perseverance & 'can do' attitude. Understands and always demonstrates the values and vision of the school	Demonstrates hard work, perseverance & 'can do' attitude. Understands and always demonstrates the values and vision for the school and supports others in this from within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Own behavior, punctuality, organisation & dress, models high expectations				

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
2 Promote good progress & outcomes by pupils	Pupils make progress which is at least in line with national expectations	Pupils make progress which is in always in line with that needed in the school to be in line with progress required by the end of the key stage	Pupils make progress which is always/exceeds that needed in the school to be in line with progress required by the end of the key stage		
2.1 Be accountable for pupil's attainment, progress and outcomes.	Be thoroughly prepared for PPMs to ensure that a constructive dialogue can take place about next steps to accelerate progress <i>How is a range of data monitored across the subject to inform support for groups of pupils? How is any underperformance challenged?</i>			Support others in planning for PPMs and share good practice within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Report attainment & progress to Parents/carers in a way that they understand and know how to help pupils with next step/s				
2.2 Be aware of pupil's capabilities and their prior knowledge & plan teaching to build on these.	Plan learning that generally recognises prior knowledge and understanding & caters for the needs of the various groups and class as a whole <i>How are subject plans amended based upon data and not just filed?</i>	Plan learning that routinely recognises prior knowledge and understanding & caters for the needs of all individual needs. A4L is routinely embedded	Plan learning that always recognises prior knowledge and understanding & caters for all individual needs. A4L is completed embedded	Plan learning that always displays extensive recognition of prior knowledge and understanding & caters for individual needs. Share A4L approaches within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
2.3 Guide pupils to reflect on the progress they have made and their emerging needs.	Verbal feedback and marking is generally able to provide the pupils and teacher with valuable information to guide future learning. Peer and self-assessment is generally well implemented. Next steps generally supports the learning process	Verbal feedback and marking is routinely able to provide the pupils and teacher with valuable information to guide future learning. Peer and self-assessment is always well implemented and impacts learning . Next steps always supports the learning process	Verbal feedback and marking is always able to provide the pupils and teacher with very precise information to guide future learning. This leads to evidence of challenge for pupils justifying their thinking – adding depth to learning . Peer and self-assessment is always well implemented and impacts learning, progress and attainment. Next steps always supports the learning process	Verbal feedback and marking is always able to provide the pupils and teacher with very precise information to guide future learning. This leads to evidence of always challenging pupils to justifying their thinking-adding depth to learning. Impact is clearly evident. Peer and self-assessment is exceptionally well implemented and impacts learning, progress and attainment. Next steps are extremely focused to support the learning process	Verbal feedback and marking is always able to provide the pupils and teacher with very precise information to guide future learning. This leads to exceptional evidence of always challenging pupils to justifying their thinking-adding depth to learning. Impact is clearly evident. Peer and self-assessment is exceptionally well implemented and impacts learning, progress and attainment. Next steps are extremely focused to support the learning process
2.4 Demonstrate knowledge & understanding of how pupils learn and how this impacts on teaching.	Generally demonstrate an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is generally accurate & applied to the class as a whole	Routinely demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is routinely accurate & applied to groups & the class as a whole. Pupils enthusiasm for learning is fostered by inclusive teaching strategies	Always demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class, groups and individual learning. Pupils enthusiasm for learning is fostered by inclusive teaching strategies	Always demonstrates an accurate & extensive understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class, groups and individual learning. Pupils enthusiasm and depth of learning is fostered by well-paced and highly effective inclusive teaching strategies	Always demonstrates an Accurate & extensive & understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied incisively to the class, groups and individual learning. Pupils enthusiasm and depth of learning is fostered by well-paced and highly effective

					inclusive teaching strategies
2.2 Be aware of pupil's capabilities and their prior knowledge & plan teaching to build on these.	Generally insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Uses praise & rewards pupils for high quality work, effort and behaviour.	Routinely insists on work of a high quality & demands pride in that work – in presentation, content and quantity	Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is evident & demonstrable in the quality of work	Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is always evident & always demonstrable in the quality of work	Able to lead on this aspect within the school and/or across the Partnership

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
3 Demonstrate a good subject & curriculum knowledge	Generally secure subject knowledge in all core areas; acknowledging where areas of development exist and independently addressing	Routinely/always displays secure subject knowledge across the curriculum; acknowledging where areas for development exist and independently addressing	Always displays secure subject knowledge across the curriculum; acknowledging where areas of development exist and independently addressing	Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this	Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to staff groups/ whole staff or across the Partnership
3.1 Have a secure knowledge of the relevant subject/s & curriculum areas, foster and maintain pupils' interest in the subject & address misunderstandings	Generally displays sound subject knowledge in all core areas and knows how these relate to one another. Generally , plans and practice reflect the core skills across the curriculum	Routinely displays secure subject knowledge in all subject areas and knows how these relate to one another. Routinely , plans and practice reflect the core skills across the curriculum	Always displays secure subject knowledge in all subject areas and knows how these relate to one another. Plans and practice always reflect the core skills across the curriculum	Always displays secure and embedded subject knowledge in all subject areas and knows how these relate to one another. Plans and practice always reflect the core skills across the curriculum. Curriculum creativity inspires pupils. Support others in school and across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, & promote the value of scholarship	Generally keeps up to date with knowledge and understands curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues Subject leader should be well informed about developments nationally. Discussions with SLT regarding future direction of the subject	Routinely keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports & lead development in curriculum areas within the school and across the Partnership	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Always take a proactive lead & actively support development within the school and across the Partnership
3.3 Demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, whatever the teacher's specialist subject	Able to use agreed literacy strategies including consistently correct grammar and punctuation Own spoken & written English is correct & conforms to standard English and school script				
	Vocabulary is appropriate to pupils' ages and abilities How is the teaching of reading, writing, communication and mathematical skills promoted and monitored?	Vocabulary is appropriate & challenging to pupils' ages and abilities	Vocabulary is well chosen & challenging to pupils' ages and abilities	Vocabulary is well chosen & expressive to enrich & extend pupils' vocabularies	Vocabulary is always well chosen & expressive to enrich & extend pupils' vocabularies.

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
4 Plan and teach well-structured lessons	Generally able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture Consistently communicate high expectations and ambition for the subject across every lesson across units of work	Routinely/always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others in school and across the Partnership	As UPS1 but with pin point accuracy. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others in school and across the Partnership
4.1 Impart knowledge and develop understanding through effective use of lesson time	Generally plans learning taking account of good balance of teacher delivery, active doing and review/reflection. Generally lessons have a clear structure, pace and challenge. Actively uses A4L techniques. Uses outcomes to inform next steps. Generally meets the needs of all pupils and enables them to understand how to improve their work	Routinely/always plans learning taking account of good balance of teacher delivery, active doing and review/reflection. Lessons Routinely/always have a clear structure, pace and challenge. Actively uses A4L techniques. Uses outcomes to inform next steps. Routinely/always meets the needs of all pupils and enables them to clearly understand how to improve their work	Excellentlly plans learning taking account of good balance of teacher delivery, active doing and review/reflection. Lessons always have a clear structure, pace and challenge. Actively uses A4L techniques. Uses outcomes to inform next steps. Always meets the needs of all pupils and enables them to clearly understand how to improve their work	Excellentlly plans learning taking account of good balance of teacher delivery, active doing and review/reflection. Lessons always have a clear structure, pace and challenge. Actively uses A4L techniques. Uses outcomes to inform next steps. Always meets the needs of all pupils and enables them to clearly understand how to improve their work. Able to supports others within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
4.2 Promote a love of learning and children's intellectual curiosity	Generally conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning	Routinely conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in Learning	Always conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning. Provides a role model for all	Always conveys a genuine enthusiasm for learning and pupils always demonstrate this through their active participation, curiosity & initiative in learning. Provides a role model for all. Able to supports others within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Plans stimulating lessons using a variety of teaching and learning strategies & resources which take into account the needs of different types of learners.	Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners.	Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners.	Enthusiastic about teaching & plans stimulating learning using a wide range of teaching & learning strategies and resources which take into account the needs of different types of learners. Supports others to develop this within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have Acquired	Sets homework in line with school policy				
	Generally sets homework which is appropriately differentiated, challenging and well matched to the needs of most pupils. Homework is marked, valued and used to inform future planning	Routinely sets homework which is differentiated and appropriately differentiated, challenging and well matched to the needs of most pupils. Homework is marked, valued & used to inform future planning	Always sets homework which is appropriately differentiated, challenging and well matched to the needs of the majority of pupils and is innovative . Homework is marked, valued & used to inform future planning	Always sets homework which is appropriately differentiated, challenging and well matched to the needs of almost all pupils and is innovative. Homework is marked, valued & used to inform planning	Always sets homework with pin point accuracy which is appropriately, differentiated, challenging and well matched to the needs of almost all pupils, and is innovative. Homework is marked, valued & used to inform planning

4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching	With support, evaluates impact and effectiveness of own teaching and can identify professional development needs	With less frequent support evaluates impact and effectiveness of own teaching and can identify professional development needs	Regularly and independently evaluates impact and effectiveness of own teaching with accuracy. Is proactive in improving it and can identify professional development needs	Consistently reflects and evaluates impact and effectiveness of own teaching with accuracy. Is proactive in improving it and can identify professional development needs. Contributes to coaching & developing others within school and/or across the Partnership	Always reflects and evaluates impact and effectiveness of own teaching with accuracy. Is proactive in improving it and can identify professional development needs. Contributes to coaching & developing others within the school and/or across the Partnership
4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	Knowledge of resources for learning is appropriate.	Knowledge of resources for learning is routinely good .	Knowledge of resources for learning is outstanding .	Able to support others within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
	Contributes to the design and provision of an engaging curriculum planning within the team Has the SL designed a curriculum that is distinctive, innovative and planned to meet all pupils' needs? How does the SL encourage the enthusiasm of staff and channel their efforts and skills to good effect? Does the SL keep up to date with current initiatives/thinking and pass these on if necessary?	Contributes to the design and provision of an engaging curriculum planning within the team. Contributes to whole-school projects and initiatives	Contributes to the design and provision of an engaging curriculum planning within the team. Leads team &/or whole school projects and initiatives	Able to support on any aspect of the curriculum and whole school improvement within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
5 Adapt teaching to respond to the strengths and needs of all pupils	Differentiation of task is generally accurate based on assessment	Differentiation of task and direct teaching input is accurately pitched and effective for vast majority of time , based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils , based on accurate assessment.	
5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Differentiation of task is accurate for almost all ability groups. There is evidence of planning and delivery for differentiated guided group input. Evidence of differentiated use of resources	Differentiation of task is accurate for all ability groups. There is clear evidence of planning and delivery for differentiated guided group and whole class input	Differentiation is accurate and extensive for all pupils	Able to support on this aspect within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Generally demonstrates a good understanding of barriers to learning. Draws upon a limited repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils	Routinely demonstrates a very good understanding of barriers to learning. Draws upon a good repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils	Always demonstrates an excellent understanding of barriers to learning. Draws upon an extensive repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils	Able to support on this aspect within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership
5.3 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	Generally able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils	Routinely able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils	Always able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils	Always able to make successful and accurate adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils. Able to support on this aspect within the school and/or across the Partnership	Always able to make successful adjustments with pin point accuracy to lessons which reflect their awareness of the physical, social and intellectual development of pupils. Able to lead on this aspect within the school and/or across the Partnership
5.4 Have a clear understanding of the needs of all pupils, 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	Learning activities are generally suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in significant cognitive activity and are differentiated as appropriate for individual learners	Learning activities are routinely suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in significant cognitive activity and are differentiated as appropriate for individual learners	Learning activities are always suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in high level cognitive activity and are differentiated as appropriate for individual learners	Learning activities are always highly suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in extensive high level cognitive activity and are differentiated as appropriate for individual learners. Able to support on this aspect within the school and/or across the Partnership	Learning activities always highly suitable to the diverse learners & support the learning outcomes. Designed to always engage pupils in extensive high level cognitive activity and are differentiated as appropriate for individual learners. Able to lead on this aspect within the school and/or across the Partnership
	Able to plan for and deploy adult support to impact on pupil engagement and progress			Able to support on this aspect within the school and/or across the Partnership	Able to lead on this aspect within the school and/or across the Partnership

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
6 Make accurate and productive use of assessment	Accurate use of assessment to guide learning within class, including accurate assessment of work/learning.	Routinely/always accurate use of assessment to guide learning within class, including accurate assessment of work/learning within key stage	Assessment is always used accurately to guide learning within class, including accurate assessment of work/learning across a key stage	Supports others in school and/or within the Partnership in accurately assessing work/learning	Leads whole-school/Partnership work in improvement or sustaining this strand
6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Approach to assessment is generally aligned to all learning outcomes in order to meet subject & statutory assessment requirements. Generally assessment methodologies are adapted for individual pupils as needed	Approach to assessment is routinely aligned to all learning outcomes in order to meet subject & statutory assessment requirements. Routinely assessment methodologies are adapted for individual pupils as needed	Approach to assessment is fully aligned to all learning outcomes in order to meet subject & statutory assessment requirements. Assessment methodologies are always adapted for individual pupils as needed	Can devise assessment standards & criteria for others to use. Can support others in the school with assessment and/or within the Partnership	Able to lead whole-school/Partnership work in improvement or sustaining this strand
6.2 Make use of formative and summative assessment to secure pupils' progress	Generally able to make use of a range of formative & questioning techniques	Routinely able to make use of a range of formative & questioning techniques	Always able to make use of a good range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback that leads to progression	Always able to make use of an extensive range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback that leads to progression. Able to support on this aspect within the school and/or across the Partnership	Always able to make use of an extensive range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback that leads to progression. Able to lead whole school and/or Partnership work
	Generally able to use summative subject and whole school assessment so that data and reporting is accurate	Routinely able to use summative subject and whole school assessment so that data and reporting is accurate	Always able to use summative subject and whole school assessment so that data and reporting is accurate	Able to support on this aspect within the school and/or across the Partnership	Able to lead whole school and/or Partnership work
6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons	Use whole school tracking system to record data. Use agreed systems to analyse data to aide planning			Able to support on this aspect within the school	
	Monitors the progress of the class as a whole and can generally use diagnostic information to plan learning and set appropriate targets	Routinely monitors the progress of the class, groups & individuals and routinely uses diagnostic information to plan learning and set appropriate targets	Always monitors the progress of the class, groups & individuals and systematically uses diagnostic information to plan focused learning and set appropriate targets	Always monitors the progress of the class, groups, and individuals and systematically uses diagnostic information to plan sharply focused learning and set appropriate targets. Able to support on this aspect within the school and/or across the Partnership	Always monitors the progress of the class, groups & individuals and incisively uses diagnostic information to plan sharply focused learning and set appropriate targets. Able to lead whole school and/or Partnership work
6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Feedback is generally timely & accurate. Pupils know success criteria and can generally respond to an action, challenge or question.	Feedback is routinely timely & routinely accurate. Pupils know success criteria and respond well to an action, challenge or question.	Feedback is always timely & always accurate. Pupils know success criteria and respond very well to an action, challenge or question.	Feedback is always timely & incisively accurate. Pupils know success criteria and respond excellently to an action, challenge or question. Able to support on this aspect within the school	Feedback is always timely & incisively accurate. Pupils know success criteria and always respond excellently to an action, challenge or question. Able to lead whole school and/or Partnership work

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
7 Manage behaviour effectively to ensure a good and safe learning environment	School wide expectations are generally met	School wide expectations are consistently met	School wide expectations are always met	Supports others in school/across the Partnership in developing this	Leads whole-school/Partnership work in improvement or sustaining this strand
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 and Relationship policy	Routines are generally clear. The classroom is a safe learning environment that clearly displays expected standards of pupil behavior. Pupils in small groups are generally productively engaged whilst not participating in an adult led activity. The culture of good behaviour and manners is generally a direct consequence of teacher's expectation and modelled behavior.	Routines are routinely clear. The classroom is a safe learning environment that clearly displays high standards of pupil behavior. Pupils in small groups are routinely productively engaged whilst not participating in an adult led activity. The culture of good/ outstanding behaviour and manners is routinely a direct consequence of teacher's expectation and modelled behaviour	Routines are always clear. The classroom is a safe learning environment that clearly displays very high standard of pupil behavior. Pupils in small groups are always productively engaged whilst not participating in an adult led activity. The culture of outstanding behaviour and manners is always a direct consequence of teacher's expectation and modelled behaviour	Routines are always clear. The classroom is a safe learning environment that clearly displays very high standards of pupil behavior. Pupils in small groups are always productively engaged whilst not participating in an adult led activity. The culture of consistently outstanding behaviour manners is always a direct consequence of consistently high teacher expectation and modelled behavior Able to support on this aspect within the school and/or across the Partnership	Able to lead whole school and/or Partnership work
7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	The classroom is safe and learning is generally accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is fair and a range of strategies are used. Praise is used authentically.	The classroom is safe and learning is routinely accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is routinely fair and a range of strategies are used in a timely manner. Praise is used authentically and consistently.	The classroom is safe and learning is always accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently.	The classroom is safe and learning is always accessible to all pupils because standards of conduct are very clear and the teacher is highly competent in recognising and responding to pupil behaviour with considerable success . Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently. Able to support on this aspect within the school and/or across the Partnership	Able to lead whole school and/or Partnership work
7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Transitions are generally effective. Systems for performing non-teaching tasks are generally effective. Support staff are generally adequately engaged and directed	Transitions are routinely effective. Systems for performing non-teaching tasks are routinely effective. Support staff are routinely adequately engaged and directed	Transitions are always effective. Systems for performing non-teaching tasks are always effective. Support staff are always adequately engaged and directed	Transitions occur smoothly with pupils assuming responsibility. Systems for performing non-teaching tasks are well established . Support staff make a substantial contribution to the learning environment . Able to support on this aspect within the school and/or across the Partnership	Transitions are always seamless with pupils assuming responsibility. Systems for performing non-teaching tasks are always well established. Support staff make a substantial contribution to the learning environment. Able to lead whole school and/or Partnership work
7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Teacher-Pupil relationships are friendly and demonstrate genuine care and respect. Relationships are nurturing and age-appropriate. Pupils have regard for the teacher's Authority	Teacher-Pupil relationships are routinely friendly and demonstrate genuine care and respect. Relationships are routinely nurturing and age-appropriate. Pupils have high regard for the teacher's authority	Teacher-Pupil relationships are always friendly and demonstrate genuine warmth, care and respect. Relationships are consistently nurturing and age-appropriate. Pupils have very high regard for the teacher's Authority	Teacher-Pupil relationships are always friendly and demonstrate genuine warmth, care and respect. Relationships are always nurturing and age-appropriate. Pupils have excellent regard for the teacher's authority which is further reflected in how they demonstrate a genuine caring for one another's treatment of peers and correcting classmates respectfully when needed	

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
8. Fulfil wider professional responsibilities	Generally make a wider contribution to the school	Routinely makes a wider contribution to the school	Always makes a wider contribution to the school		
8.1 Make a positive contribution to the wider life and ethos of the school	Understands the high performance culture of the school and support the ethos by being involved in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by playing a proactive role in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by taking a leading role in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by helping build & support Partnership wide teams . Takes part in events and wider initiatives to enrich and improve provision & outcomes for all pupils	Understands the high performance culture of the school and support the ethos by leading, building and supporting Partnership- wide teams . Takes part in events and wider initiatives to enrich and improve provision & outcomes for all pupils across the Partnership
8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Generally maintains effective relationships with colleagues and can seek advice and support in an appropriate and timely manner. Generally works well as a member of a team	Routinely maintains effective relationships with colleagues and can seek advice and support in an appropriate and timely manner. Routinely works well as a member of a team	Relationships with colleagues are characterised by mutual support and cooperation; giving and seeking advice and support in an appropriate and timely manner. Always works well as a member of a team	Relationships with colleagues are characterised by high regard, mutual support and cooperation; giving and seeking advice and support in an appropriate and timely Manner. Always works well as a member of a team and will lead a team within the school or across the Partnership	Highly competent relationships with colleagues & governors are characterised by respect, mutual support and cooperation; takes the initiative in giving and seeking advice and support and acts decisively to support colleagues. Always works well as a member of a team and will lead a team within the school or across the Partnership
8.3 Deploy support staff & other adults effectively	Other adults are generally adequately engaged and directed to support learning	Other adults are routinely well engaged and directed to support learning	Other adults are always well engaged and directed so that they make a substantial contribution to learning because of the way that their role is planned and the way that they are deployed. Impact on learning is clearly evident	Other adults are always well engaged and directed so that they make a substantial contribution to learning because of the way that their role is planned and the way that they are deployed. Impact on learning is clearly evident. They are empowered and totally engaged in helping to raise standards. Share successful approaches within the school and across the Partnership	
8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Participates in professional activities to improve teaching and readily accepts and acts on feedback and advice from colleagues	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and acts on it	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others within their year group/KS	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others within the school and across the Partnership	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others. Initiates important activities to contribute to Partnership development and the wider profession
	Proactive in managing own learning and not reliant on others to research and find things out				
	Takes responsibility for leading a subject/area			Support others as subject leaders	
8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.	Generally provides effective information to parents/carers about learning, progress and pastoral care. Knows when to ask for support with potentially tricky issues	Routinely provides effective information to parents/carers about learning, progress and pastoral care	Always provides effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with professional sensitivity	Always provides very effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with excellent professional sensitivity	Always provides extremely effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with excellent professional sensitivity
	Feedback is positive, professional and constructive. Sets realistic & challenging targets for improvement				

Personal and Professional Conduct

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school	Meets all standards				
Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	Actively treats others with dignity and models respect in behaviour & use of language				
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	Adheres in full to the safeguarding policy and procedures.				
	Adheres in full to the health and safety policy and procedures				
Showing tolerance of and respect for the rights of others	Adheres in full to equality policy				
Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	Actively challenges racist, sexist, homophobic and any other discriminatory behaviour.				
	Models equality of opportunity in all work.				
Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	Meets the standard.				
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	Meets all standards				
	Consistently follows the school's procedures, handbooks and policies. Take personal responsibility for keeping up to date with changes				
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	Meets all standards				

Pay progression from M1 to M6 is dependent upon a teacher's performance as being 'good'. The criteria for how this will be judged are detailed in the school's Pay and Appraisal Policies. Teachers should ensure they are familiar with these.

Career stage	Suggested responsibilities	Options for the individual	Opportunities provided by the school	Opportunities available through the Partnership and LA	Opportunities through external bodies and national programme
ECT (M 1)	<ul style="list-style-type: none"> -Fulfilling all the national teacher standards -shadowing a non-core subject coordinator to strengthen and deepen subject knowledge -Contributing fully in planning and staff meetings -Working/planning collaboratively as a member of a whole school team -Learn to analyse pupil data 	<ul style="list-style-type: none"> -Join a Professional Association -Start a Professional e-Portfolio -Visit other schools -Extend your ICT skill -Self study 	<ul style="list-style-type: none"> -School and ECT induction programme 10% non-contact in addition to PPA -Observation by colleagues –Formal lesson observations to include detailed feedback -Being mentored -In-class support -Plan with other colleagues -Peer observations -Shadow a subject leader -Observe demonstration lessons 	<ul style="list-style-type: none"> -ECT induction programme -Join local ECT network 	<ul style="list-style-type: none"> -Professional Associations Programme
Teacher (M 2 – 4)	<ul style="list-style-type: none"> -Undertaking subject responsibility for a subject or area including effective analysis of subject specific data and the completion of subject RAs -Supervising teaching students on placements (from M3 1st and 2nd year students) -Supporting non-teaching student work placements -Shadowing a core subject -Undertake lesson observations to evaluate the quality of subject learning -Taking year group assemblies when required -Leading parent meetings on your subject supported by an experienced colleague if required -Utilising your interests and expertise in community events e.g. Dance at the Dome, Brighton Children's festival parade, curriculum focus weeks/days 	<ul style="list-style-type: none"> -Attend Professional Association Meetings -Maintain a Personal e-Portfolio -Develop a career plan -Attend local meetings -Join a Subject Association -Use online and distance learning -Read educational journals -Undertake action research -Become a governor rep 	<ul style="list-style-type: none"> -School induction -Shadow colleagues in different roles -Join a school working party -Develop subject policies and schemes of work -plan within the allowed budget for your subject area -Provide demonstration lessons for colleagues within the school -Peer observations -Team teach with a junior colleague 	<ul style="list-style-type: none"> -Attend local teaching school training opportunities -Join Partnership groups 	<ul style="list-style-type: none"> -Take part in Certificate, Diploma at local HEI -Take part in HEI networks or research groups -Participate in national training programmes
Teacher (M 5 – 6)	<ul style="list-style-type: none"> -Mentoring teaching students -Taking Year Group/KS/whole school assemblies -Leading parent meetings regarding subject 	<ul style="list-style-type: none"> -Develop coaching and mentoring skills -Research national CPD programmes -Plan your CPD 	<ul style="list-style-type: none"> -School induction -Become a lead teacher -Be a coach to a colleague -Develop other policies and schemes of work in addition to own subject -Provide demonstration lessons for colleagues across the Partnership -Participate in recruitment -Seek support for threshold -Support/Lead and maintain a Quality Mark -Support/Lead TA training -Support/Lead school improvement initiative -Support/Lead a community event -Complete operational tasks for YGLs; i.e. RAs, coordinating school trips -Support/Lead information talks for parent/carers 	<ul style="list-style-type: none"> -Undertake short term secondments to other schools within the Partnership -Be part of a schools supporting schools project across the Partnership 	<ul style="list-style-type: none"> -Access a professional Bursary -Take part in Master's degree at local HEI -Participate in national training programmes e.g. Middle Leadership

Career stage	Suggested responsibilities	Options for the individual	Opportunities provided by the school	Opportunities available through the Partnership and LA	Opportunities through external bodies and national programme
Teacher UPS 1	<ul style="list-style-type: none"> -Be a role model for effective/collaborative team working -Leading a key aspect of the SIP in addition to their subject responsibility -Undertaking generic risk assessments for school activities -Leading on the acquisition of a nationally accredited quality mark e.g. Basic Skills, Healthy Schools, Arts Mark, Inclusion Mark -Monitoring the quality of the after school provision and formulating a report for SLT 		<ul style="list-style-type: none"> -School induction -Support/Lead staff meetings/INSET -Chair meetings -Team teach with a junior colleague 	<ul style="list-style-type: none"> -Become a lead teacher across the Partnership -Participate in recruitment -Secondments to other Partnership schools 	<ul style="list-style-type: none"> -Participate in national training programmes e.g. Senior Leadership
Teacher UPS 2	<ul style="list-style-type: none"> -Trail blazing initiatives -Undertaking an additional subject or area of responsibility if necessary -Undertaking additional coordination responsibilities e.g. Child Protection Officer, Educational Visits Coordinator, -Mentor for GTP students -Taking on role as a year group leader -To be willing to participate in wider aspects of school life e.g. PTA and community events 		<ul style="list-style-type: none"> -School induction 	<ul style="list-style-type: none"> -Lead Partnership INSET days or other training 	
Teacher UPS 3	<ul style="list-style-type: none"> -Appraisal of main scale teachers and support staff -Mentoring ECTs 				
Assistant Head Teacher			<ul style="list-style-type: none"> -Shadow Head of School -Assist HoS in aspects of their work 	<ul style="list-style-type: none"> -Join AHT/ Deputy Head support group -Shadow Heads of School within Partnership 	<ul style="list-style-type: none"> -Apply for Senior leadership training
Head of School			<ul style="list-style-type: none"> -Shadow HT -Assist H/T in aspects of their work -Taking additional budget responsibilities 	<ul style="list-style-type: none"> -Shadow HT within Partnership 	<ul style="list-style-type: none"> -Apply for Headship training -Consider Ofsted training
Headteacher (1-4 years' experience)		<ul style="list-style-type: none"> -Consider becoming an LLA/B&H LLA 		<ul style="list-style-type: none"> -Shadow experienced H/T's within the Partnership 	
Headteacher (5 years plus experience)		<ul style="list-style-type: none"> -Consider becoming an NNL 		<ul style="list-style-type: none"> -Chair Partnership meetings -Mentor a newly appointed H/T within the Partnership -Lead/Manage a school within the Partnership in the absence of the designated H/T 	