

**Brooke Weston Trust**

**Career Stage Expectations**

**For Use in Supporting Career Development of Teaching Staff**

**Section 1 General Standards pp 2-5**  
**Section 2 Secondary Context pp 6-21**  
**Section 3 Primary Context pp 22-37**

# 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
<p>Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture</p> <p>Reach standard with support or guidance.</p> <p>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.</p> <p>Shows a good knowledge and understanding of the relevant subject and curriculum area and current specification content.</p> <p>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 appropriate support</p>	<p>Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture</p> <p>Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support.</p> <p>Teaching is at least good and secures good average progress across own students.</p> <p>Have a secure knowledge and understanding of the relevant subjects and curriculum area and current specification content.</p> <p>Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.</p> <p>Is actively involved with whole Academy developments in</p>	<p>Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture</p> <p>Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues.</p> <p>Teaching is at least consistently good with examples of highly effective, average progress of students is good.</p> <p>Have well developed understanding of subject knowledge, curriculum content and current specification content and coverage across the phase taught.</p> <p>Monitors, analyses, evaluates and develops own key stage or subject area independently.</p>	<p>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</p> <p>Has a high level of experience on which to draw on to advise and develop others and to inform own practice.</p> <p>Teaching is highly effective and average progress is good or above across own students.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>Academy wide monitoring, analysing, evaluation and</p>	<p>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</p> <p>Has a high level of experience on which to draw on to advise and develop others and to inform own practice.</p> <p>Teaching is highly effective and average progress is good or above across own students.</p> <p>Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy.</p> <p>Academy wide monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Researches and leads Academy wide developments in line with Academy and</p>	<p>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</p> <p>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 Academy development.</p> <p>Teaching is consistently highly effective and students make good progress across a series of cohorts and across all abilities.</p> <p>Continuing to develop a deeper knowledge and understanding of relevant</p>

<p>Effectively takes on board whole Academy developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole Academy developments in line with Academy and Departmental targets.</p>	<p>line with Academy and Departmental targets</p>	<p>Is actively involved with whole Academy developments and may lead or initiate some areas in line with Academy and Departmental targets.</p>	<p>development across a range of areas over time.</p> <p>Researches and leads Academy wide developments in line with Academy and Departmental targets. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the Academy</p>	<p>Departmental targets. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the Academy</p>	<p>subject and curriculum areas and related pedagogy through active involvement in CPD or research.</p> <p>A high level of contribution across the Academy and beyond, through monitoring, analysing, evaluation and development across a range of areas over time.</p> <p>Continued active involvement, Academy, Trust wide, Teaching School and beyond, in research and development which helps to keep the Academy at the forefront of education.</p>
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<p><b>Standard 1:</b> <b>Set high expectations which inspire, motivate and challenge students</b></p>	<ul style="list-style-type: none"> <li>• Establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>• Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> </ul>
<p><b>Standard 2:</b> <b>Promote good progress and outcomes by students</b></p>	<ul style="list-style-type: none"> <li>• Be accountable for students attainment and progress by outcomes</li> <li>• Be aware of students' capabilities and their prior knowledge and plan teaching to build on these</li> <li>• Guide students to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>• Encourage students to take a responsible and conscientious attitude to their own work and study</li> </ul>
<p><b>Standard 3:</b> <b>Demonstrate good subject and curriculum knowledge</b></p>	<ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
<p><b>Standard 4:</b> <b>Plan and teach well-structured lessons</b></p>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and students' intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
<p><b>Standard 5:</b> <b>Adapt teaching to respond to the strengths and needs of all students</b></p>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development</li> </ul>

	<ul style="list-style-type: none"> <li>• Have a clear understanding of the needs of all students, 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.</li> </ul>
<b>Standard 6:</b> <b>Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure students' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li> </ul>
<b>Standard 7:</b> <b>Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li> <li>• Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<b>Standard 8:</b> <b>Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the Academy</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to students' achievements and well-being.</li> </ul>

## **Career Stage Expectations: Secondary Context**

### **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 in a local setting (primary and secondary). In each case the standards have been created by teaching staff from across our Trust and reviewed by the Board.
- The purpose of the document is to support teachers who wish to develop their practice and aid them in planning progress in their career.
- The document should be used as a reference tool for constructive performance management and professional development discussions as set out in our Trust's pay and performance management policies.

## Standard 1:

	MS pt 1 and 2	MS pt 3 and 4	MS pt 5 and 6	UPS pt 1	UPS pt 2	UPS pt 3
<p>Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for students rooted in mutual respect</li> <li>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the values and behaviour which are expected of all students</li> </ul>	<p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of learning and making good progress. Teaching reflects this. On the whole, students' work and outcomes reflects differentiation and challenge.</p> <p>Identifies specific groups and plans for challenge.</p>	<p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching reflects this. Students' work and outcomes reflects differentiation and challenge.</p> <p>Routinely identifies specific groups and plans for challenge.</p>	<p>Relationships are consistently calm and respectful.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes always reflects differentiation and challenge.</p> <p>Highly strategic in planning to meet the needs of every student.</p>	<p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student and supports others in doing this.</p>	<p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student and supports others in doing this.</p> <p>Impact is consistent and embedded in this area.</p>	<p>Relationships are always calm and respectful. This is a model for others to learn from.</p> <p>Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences an outstanding model to challenge others to learn from.</p> <p>Highly strategic in planning to meet the needs of every student. Supports others and initiates Academy wide strategies to quantify impact of interventions.</p>
<p><b>The expectations of all staff in the Academy, regardless of career stage is to meet this standard in the following ways:</b></p> <ul style="list-style-type: none"> <li>Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the academy</li> <li>Establish and maintain consistent high expectations of all</li> <li>Encourage individual and collective responsibility</li> <li>Create a 'can do' culture to raise aspiration for all</li> <li>Focus on equality and mutual respect</li> <li>Foster positive relationships between staff and students and peers</li> </ul>						

	<p><b>The role of staff in achieving this is to:</b></p> <ul style="list-style-type: none"><li>• Deliver a curriculum which is inclusive and differentiated</li><li>• Use a range of flexible, responsive and evidence based learning styles which promote independent learning</li><li>• Encourage collaboration and participation in lessons</li><li>• Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults</li><li>• Provide opportunities for regular differentiated assessment and feedback</li></ul> <p><b>The Academy will support staff in achieving this through the provision of:</b></p> <ul style="list-style-type: none"><li>• A supportive and inclusive working environment</li><li>• Observation and feedback which is supportive and developmental</li><li>• Annual performance management and professional review</li><li>• Individual and collective professional development opportunities</li><li>• Opportunities to innovate and participate in any aspect of the Academy's broader work</li></ul>
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## Standard 2:

	MS pt 1 and MS pt 2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3	
<p>Promote good progress and outcomes by students:</p> <ul style="list-style-type: none"> <li>be accountable for students attainment, progress and outcomes (APO)</li> <li>be aware of students' capabilities and their prior knowledge and plan teaching to build on these</li> <li>guide students to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<b>Use of Data</b>						
	Students make good progress in line with Academy targets. Maintain accurate teaching records and data for individual classes. Understand the data relating to own teaching groups. Use data to inform planning	Students make good progress in line with Academy targets. Target setting and benchmark data used to inform future planning and teaching.	Students make good progress in line with Academy targets. Data used methodically to target teaching and learning of HAPs, MAPs and LAPs.	Many students exceed expected progress. Centralised data and tracking information is analysed to determine intervention across department/subject.	Many students exceed expected progress. Centralised data and tracking information is analysed to determine intervention across department/subject. Impact is consistent and embedded in this area.	Most students exceed expected progress. Data is used accurately to predict progress and outcomes and provide interventions across department/subject.	
	<b>Target Setting for Independent Learning</b>						
	Encourage student awareness of individual targets (LAPs/HAPs/MAPs) and how to progress.	Work collaboratively with students (LAPs/HAPs/MAPs) to set targets and motivate individual learning in lessons and in long term planning. Applies some strategies to foster independence of students.	Encourage independent and aspirational target setting in students (LAPs/HAPs/MAPs) to foster independent learning.	Contribute to the review and development of SOW which encourage independence and aspiration in learning at all levels and for all groups (LAPs/HAPs/MAPs).	Contribute to the review and development of SOW which encourage independence and aspiration in learning at all levels and for all groups (LAPs/HAPs/MAPs). Impact is consistent and embedded in this area.	Facilitate academy wide target setting for HAPs/MAPs and LAPs and encourage students to develop strategies for achieving personal goals and targets.	
	<b>Differentiation</b>						
Awareness of a range of T&L strategies and key groups. Awareness of factors which may impact on student access to curriculum and have some strategies to address the issues.	Planning of T&L includes implementation of strategies to engage all key groups. Multi-level differentiation accounting for specific needs of students.	Differentiation is consistently incorporated in T&L to enable all students to progress.	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups. Impact is consistent and embedded in this area.	Differentiation is consistently applied providing rich learning opportunities for all students.		
<b>Assessment for Learning (AfL)</b>							
Awareness of AfL techniques and integration of these in lessons.	AfL used effectively to guide T&L in lessons.	A wide range of techniques including AfL are consistently incorporated to influence	AfL is embedded in planning and is implemented across the department/subject/age/year	AfL is embedded in planning and is implemented across the department/subject/age/year	AfL is consistently implemented across department/subject. New and innovative practice is		

			student learning and promote progress.	group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice.	group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice. Impact is consistent and embedded in this area.	investigated and shared at whole Academy, Trust or Teaching School events.
<b>Developing Professional Practice</b>						
	Developing reflective practice ensures a variety of T&L methods are utilised in lessons to enable all students to progress.	Embedding reflective practice facilitates experimentation in T&L to maximise student progress.	Sharing good practice in T&L across department/subject facilitates improvements in T&L securing rapid and sustained progress for all students.	Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers.	Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers. Impact is consistent and embedded in this area.	Highly effective and innovative practice in T&L in the wider context is investigated and leads to the implementation of new and relevant initiatives across the academy. Develop potential to share practice across the Academy and/or Trust.

### Standard 3:

	MS pt 1 and MS pt 2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3
<p>Demonstrate good subject and curriculum knowledge:</p> <ul style="list-style-type: none"> <li>• have a secure knowledge of relevant subjects &amp; curriculum areas, foster &amp; maintain students' interest in the subject &amp; address misunderstandings</li> <li>• demonstrate critical understanding of developments in the subject &amp; curriculum areas &amp; promote the value of scholarship</li> <li>• demonstrate an understanding of &amp; take responsibility for promoting high standards of literacy articulation &amp; the correct use of Standard English</li> <li>• for early reading, demonstrate good understanding of systematic synthetic phonics (SSP)</li> <li>• for early maths, demonstrate a</li> </ul>	<b>Subject Knowledge and Understanding</b>					
	Have a good knowledge and understanding of the relevant subject and curriculum area. Plan and deliver structured lessons covering curriculum content.	Have a secure knowledge and understanding of the relevant subject and curriculum area. Be more selective about resources and their relevance to students.	Have well developed subject knowledge and understanding and contribute to developments in the subject and curriculum area.	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	Lead developments /Contribute to developments in the provision of subject and curriculum training to develop knowledge and expertise across the academy/department.
	<b>Student Engagement</b>					
	Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement.	Be able to effectively foster and maintain students' interest in the subject. Be able to adapt teaching to ensure good learning and progress.	Be able to effectively foster students' interest in the subject and adapt lessons to maintain and develop it.	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest.	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest. Impact is consistent and embedded in this area.	Students' interest and engagement is maintained in a dynamic and interactive way which promotes independence in learning.
	<b>Developing a Culture of Enquiry</b>					
	Awareness of the relevance of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues.	Have a clear understanding of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues.	Evaluate and share knowledge and understanding of developments in their curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas. Impact is consistent and embedded in this area.	Actively identify the need for an investigative/enquiry approach to improve T&L. Influence and lead/model best practice of an enquiry based approach. Always take a proactive lead and actively support developments across the Academy, Trust or Teaching School.
	<b>Securing high standards of literacy and articulation</b>					
	Promote high levels of literacy and articulation In lessons, through the marking of books,	Incorporate opportunities in lessons to develop skills in literacy. Consistently, seek out opportunities to	Develop strategies which embed high standards of literacy in T&L whilst strengthening technical	Contribute to the professional development of colleagues in understanding and	Contribute to the professional development of colleagues in understanding and	Promote consistency and collaboration across the academy in embedding high standards of literacy.

clear understanding of appropriate teaching strategies	correction of errors and accurate SPAG. Understand how systematic synthetic phonics (SSP) supports the development of reading.	highlight good practice in literacy and high levels of technical accuracy. Incorporate elements of SSP to support weaker readers.	accuracy in SPAG. SSP is embedded in lessons to support the development of reading.	embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW.	embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW. Impact is consistent and embedded in this area.	Have a secure understanding of SSP and support others in its use.
	<b>Developing Professional Practice</b>					
	Developing reflective practice enhances subject knowledge and understanding. Work on tasks delegated by subject leader.	Embedding reflective practice facilitates deepening of subject knowledge and understanding. Proactive involvement in development of curriculum and SoW, including sharing good practice across department.	As reflective practitioners, contribute to the sharing of good practice and dialogue about subject and curriculum knowledge.	Established highly effective practice is utilised to enhance and develop subject knowledge across academy/department.	Established highly effective practice is utilised to enhance and develop subject knowledge across academy/department. Impact is consistent and embedded in this area.	Developments in subject and curriculum knowledge are investigated and utilised to lead/contribute to the implementation of new and relevant initiatives across the academy/Trust/Teaching school.

## Standard 4:

	MS pt 1 and MS pt 2	MS pt 3 and MS pt 4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3
<p>Plan and teach well-structured lessons:</p> <ul style="list-style-type: none"> <li>impart knowledge and develop understanding through the effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject areas</li> </ul>	<b>Planning and delivery</b>					
	Plan, deliver and reflect on the effectiveness of structured lessons.	Reflect on lesson planning and delivery and be able to modify future lessons in light of this.	Individual reflection on planning and delivery contributes to the evaluation and improvement of departmental SOW. Individual staff take responsibility to create and update SOW. Share good practice in the planning and delivery of lessons.	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons.	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons. Impact is consistent and embedded in this area.	Lead initiatives/Contribute to development of new initiatives in the department and subject area which promote effective planning and delivery in the subject and curriculum area. Share good practice across the academy at Trust level or through the Teaching School.
	<b>Student Engagement</b>					
	Students are engaged in learning in lessons.	Students are motivated and want to deepen their learning in lessons.	Students are encouraged to take responsibility for developing intellectual curiosity and initiative in their learning.	Independent learning enables students to be experimental in their learning. Supports others to develop this.	Independent learning enables students to be experimental in their learning. Supports others to develop this. Impact is consistent and embedded in this area.	Levels of student engagement are evaluated and used to inform the implementation of innovative strategies to motivate and engage students. Expertise is shared with other colleagues.
	<b>Homework and out-of-class learning</b>					
	Set and assess regular homework. Participate in out-of-class learning activities.	Set and assess a series of structured homework activities. Plan structured out-of-class learning activities which support learning in the classroom.	Enrich students' learning through individualised homework and assessments. Develop a range of out-of-class learning activities which extend students' learning beyond the classroom eg: in after school clubs and trips.	Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area.	Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area. Impact is consistent and embedded in this area.	Influence and lead policies for homework across the academy/department. Investigate and implement best practice in out-of-class activities to secure student engagement.
	<b>Curriculum Design</b>					
	Awareness of a variety of approaches in the design and delivery of the curriculum to support student engagement.	Implement and experiment with ideas and strategies in the delivery of the curriculum, including those that are	Contribute to the development of exemplar lessons and sharing of best practice. Meetings records will show evidence of the	Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject.	Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject.	Lead on/Support delivery of an aspect of CPD for the department/academy, as directed by/deployed by VP responsible.

	Contribute to planning of SoW.	more adventurous in promoting curiosity.	quality and extent of this contribution		Impact is consistent and embedded in this area.	
	<b>Developing Professional Practice</b>					
	Developing reflective practice ensures effective planning and delivery.	Embedding reflective practice facilitates experimentation in planning and delivery.	Sharing good practice in planning and delivery across department/subject facilitates improvements in student engagement.	Established highly effective practice in planning and delivery is shared across academy/department and its impact on student engagement is monitored.	Established highly effective practice in planning and delivery is shared across academy/department and its impact on student engagement is monitored. Impact is consistent and embedded in this area.	Developments in highly effective and innovative practice in models of planning and delivery are investigated and lead to the implementation of new and relevant initiatives across the academy.

## Standard 5:

	MS pt 1 and MS pt 2	MS pt 3 and MS pt 4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3
<p>Adapt teaching to respond to the strengths and needs of all students.</p> <ul style="list-style-type: none"> <li>Know when &amp; how to differentiate appropriately using approaches which enable students to be taught effectively</li> <li>Have a secure understanding of how a range of factors can inhibit students' ability to learn &amp; how best to overcome these</li> <li>Demonstrate an awareness of the physical, social, intellectual development of children &amp; know how to adapt teaching to support students' education at different stages of development</li> <li>Have a clear understanding of the needs of all students, (SEN, EAL, high ability;</li> </ul>	<b>Key Groups</b>					
	Awareness of the range of key groups of students and their individual needs. Implementation of strategies to support students.	Understand and implement a range of strategies to effectively support key groups.	Develop a range of strategies to support key groups achieving their targets. Support colleagues through coaching and mentoring.	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject.	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject. Impact is consistent and embedded in this area.	Investigate latest thinking and develop innovative strategies to support key groups across the academy/department.
	<b>Use of Data</b>					
	Use data to understand the starting points of all students and be aware of National, academy and departmental targets.	Use data effectively to track and monitor progress of key groups in classes.	Interrogate data to identify issues for key groups and implement appropriate intervention across the department/subject.	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets.	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets. Impact is consistent and embedded in this area.	Analysis and evaluation of data leads to a range of interventions at student/teacher/academy/department level to secure rapid and sustained progress for all.
	<b>Differentiation</b>					
	Utilise a range of strategies to differentiate T&L to meet the needs of all groups.	Consistent and highly effective differentiation ensures that all key groups are able to access the learning opportunities and make good progress. Clear understanding of a range of needs, and know how to address the impact on planning and progress.	Evaluate the effectiveness of differentiation and other strategies used to support key groups and individual students. Share good practice across department/subject.	Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others.	Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others. Impact is consistent and embedded in this area.	Monitor and track progress of key groups across academy/department. Lead/Support the development of CPD and other initiatives to support the provision for key groups.
<b>SMSC</b>						
Be aware of opportunities to develop students understanding and appreciation of SMSC.	Have a more developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons.	Experiment with a range of opportunities to support the development of SMSC skills. Share good practice across the department/subject.	Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills	Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills. Impact is consistent	Lead on/Contribute to developing innovative opportunities to support the development of SMSC across the academy/department and that will provide challenge and stimulation. Support the development of colleagues.	

disability & be able to use & evaluate distinctive teaching approaches to engage them.					and embedded in this area.	
	<b>Developing Professional Practice</b>					
	Developing reflective practice ensures effective and consistent support for key groups. Successful completion of NQT training where applicable.	Embedding reflective practice facilitates the development of a range of strategies to support key groups.	Sharing good practice in the planning and implementation of strategies to support key groups across department/subject facilitates good or highly effective support for all.	Implementation and impact of strategies across academy/department to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all.	Implementation and impact of strategies across academy/department to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all. Impact is consistent and embedded in this area.	Innovative and highly effective practice in strategies to support the learning and progress of key groups is investigated and leads to the implementation of new and relevant initiatives across the academy.

## Standard 6:

	MS pt 1 and 2	MS pt 3 and 4	MS pt 5 and 6	UPS pt 1	UPS pt 2	UPS pt 3
<p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure students' progress</li> <li>• use relevant data to monitor progress, set targets and plan subsequent lessons</li> <li>• give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback</li> </ul>	<p><b>The expectations of all staff in the Academy, regardless of career stage is to meet this standard in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Ensure that all students, regardless of their starting points make rapid and sustained progress</li> <li>• Effectively monitor the progress of students in lessons</li> <li>• Utilise data to inform planning and delivery</li> <li>• Provide challenge, pace and support to encourage students to achieve at the highest level</li> <li>• Create a culture of aspiration in all students</li> <li>• Use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all students</li> </ul> <p><b>The role of staff in achieving this is to:</b></p> <ul style="list-style-type: none"> <li>• Utilise data effectively to inform planning, delivery and assessment</li> <li>• Provide a range of assessment opportunities which are inclusive and differentiated</li> <li>• Utilise a range of questioning and discussion techniques which promote learning and progress for all</li> <li>• Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment</li> <li>• Encourage peer assessment and review in lessons</li> <li>• Provide regular feedback both orally and in writing</li> <li>• Ensure that all students understand how to improve their work and have the opportunity to do so to secure progress</li> <li>• Produce accurate and timely reports as required</li> </ul> <p><b>The Academy will support staff in achieving this through the provision of:</b></p> <ul style="list-style-type: none"> <li>• Regular and comprehensive benchmark, progress and target setting data</li> <li>• Observation and feedback which is supportive and developmental</li> <li>• Work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on students' progress and work completion</li> <li>• Relevant and targeted CPD opportunities at individual, departmental and academy level according to need</li> </ul>					

## Standard 7:

	MS pt 1 and MS pt 2	MS pt 3 and MS pt 4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3	
<p>Manage behaviour effectively to ensure a safe learning environment.</p> <ul style="list-style-type: none"> <li>have clear rules &amp; routines for behaviour in classrooms, take responsibility for promoting good &amp; courteous behaviour both in classrooms around the school, in line with the behaviour policy</li> <li>high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions &amp; rewards fairly &amp; consistently</li> <li>manage classes effectively using approaches appropriate to students needs in order to involve &amp; motivate them</li> <li>maintain good relationships with students, exercise appropriate</li> </ul>	<b>Role Model</b>						
	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.						
	<b>Behaviour Management Strategies</b>						
	Know, understand and apply the Academy's behaviour management policy. Implement strategies to manage behaviour of students in your groups. Accesses support through the academy's behaviour management system when required to develop professional practice.	Develop and implement a broad range of personal behaviour management strategies which promote good and highly effective behaviour in and out of the classroom, consistent with the Academy's policy. Accesses support through the academy's behaviour management system when required to develop professional practice.	Anticipate and plan for potential behaviour management scenarios. Provide guidance and support for colleagues in developing strategies to manage behaviour in line with the Academy's behaviour management system.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others. Impact is consistent and embedded in this area.	Support others in the drive to secure good and highly effective behaviour in classes and across the Academy. Act as a coach and mentor to staff who need support and development in this area. Contribute to the delivery of training at departmental or whole school level.	
	<b>Behaviour to support learning</b>						
	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom.	Promote an ethos in the classroom which motivates students and makes the link between good behaviour and effective learning.	Implement a range of strategies which encourage students to take individual responsibility for their behaviour, learning and progress.	Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the academy.	Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the academy. Impact is consistent and embedded in this area.	Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the academy.	
	<b>Creating Positive Relationships</b>						
	Create a classroom environment which promotes positive relationships. Use praise and sanctions consistently.	Establish a rapport with all students and implement a range of strategies which promotes good behaviour and effective learning.	Positive relationships are embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.	Support colleagues in encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning.	Support colleagues in encouraging the creation of positive relationships, 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 the academy.	
	<b>Developing Professional Practice</b>						
	Developing reflective practice ensures increasingly effective	Embedding reflective practice facilitates highly effective behaviour management strategies	Sharing good practice in the implementation of a range of behaviour management strategies	Established highly effective practice in behaviour management is shared across	Established highly effective practice in behaviour management is shared across	Highly effective and innovative practice in behaviour management strategies which promote	

authority & act decisively.	management of behaviour in class.	and developing confidence enabling experimentation in a range of different contexts.	across department/subject facilitates consistency and promotes effective behaviour for learning.	academy/department and its impact on students' attitudes to learning is monitored and evaluated.	academy/department and its impact on students' attitudes to learning is monitored and evaluated. Impact is consistent and embedded in this area.	effective learning is investigate and leads to the implementation of new and relevant initiatives across the academy.
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## Standard 8:

Fulfil wider professional responsibilities:	MS pt 1 and MS pt 2	MS pt 3 and MS pt 4	MS pt 5 and MS pt 6	UPS pt 1	UPS pt 2	UPS pt 3
<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues knowing how &amp; when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to students' achievements and well-being.</li> </ul>	<b>Wider Academy Life</b>					
	Undertake the role of a tutor or shadow an experienced tutor. Participate in tutor trips and extra-curricular activities. Contribute to the delivery of an assembly. Understand the high performance culture of the Academy and support the ethos by being involved in events and wider initiatives.	Contribute effectively as a tutor and as a member of the Year Team. Contribute to the delivery of an assembly. Understand the high performance culture of the Academy and play a proactive role in the support the ethos by being involved in events and wider initiatives. Participate in residential and extra-curricular activities.	Act as a role model as a tutor and a member of the Year Team. Lead an assembly. (Lead a whole academy residential). Lead/participate in extracurricular activities e.g. residential, clubs. Organise extra-curricular activities.	Act as a lead professional in pastoral work, for example. Develop good working relationships with outside agencies to support this. Support the work of other staff in managing challenging behaviour and under-performance. Encourage student participation in activities at local and national level. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.	Act as a lead professional in pastoral work, for example. Develop good working relationships with outside agencies to support this. Support the work of other staff in managing challenging behaviour and under-performance. Encourage student participation in activities at local and national level. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils. Impact is consistent and embedded in this area.	Have presence around the academy and act as a lead professional in supporting all aspects of wider academy life, upholding the principles and ethos at all times. Takes an active role in mentoring, building and supporting Academy wide teams. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.
	<b>Collaboration and Team Work</b>					
	Participate effectively as a member of a team. Where appropriate, utilise support staff effectively.	Undertake a departmental /Key Stage/Subject responsibility. Participate in a whole academy initiative.	Lead a team within the department (Key Stage/Subject) Contribute to the development of a whole academy initiative.	Lead a department or aspect across the academy Seek opportunities to collaborate with other professionals beyond the academy through the TSA and BW partnership.	Lead a department or aspect across the academy Seek opportunities to collaborate with other professionals beyond the academy through the TSA and BW partnership. Impact is consistent and embedded in this area.	Instigate opportunities to collaborate with colleagues across the academy/TSA/ BW partnership. Lead/model, innovate and share best practice resulting from such collaboration.
	<b>Support the Development of Others</b>					
	Undertake appropriate professional development to secure progress in your career.	Take responsibility for cascading to the department up to date knowledge and information about a particular areas. Mentor new (to school) members of staff (with QTS)	Lead departmental training on a relevant issue. Undertake a mentoring role e.g. ITT, GTP, PGCE, and School Direct/NQT. Participate in whole academy training/induction events	Lead whole academy training/induction events. Act as a reviewer in the academy's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming.	Lead whole academy training/induction events. Act as a reviewer in the academy's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming.	Lead and facilitate/Contribute to facilitation of professional development events across the academy/TSA/partnership. Act as a reviewer in the Academy's performance management system.

			/Trust/Teaching School events		Impact is consistent and embedded in this area.	Act as a lead professional in coaching and mentoring colleagues across the academy/TSA/Trust.
<b>Developing Professional Practice</b>						
	Developing practice ensures effective professional contribution across the academy. Know how and when to seek professional development advice.	Embedding practice ensures highly effective professional contribution across the academy.	Consistent highly effective practice leads to developing skills in leadership and management and highly effective professional contribution across the academy.	Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the academy and beyond.	Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the academy and beyond. Impact is consistent and embedded in this area.	Consistent highly effective practice in leadership and management ensures highly effective leadership, management and/or highly effective professional contribution across the academy and beyond.

# **Career Stage Expectations: Primary Context**

## **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 in a local setting (primary and secondary) in each case the standards have been created by teaching staff from across our Trust and reviewed by the Board.
- The purpose of the document is to support teachers who wish to develop their practice and aid them in planning progress in their career.
- The document should be used as a reference tool for constructive performance management and professional development discussions as set out in our Trust's pay and performance management policies.

## Standard 1:

Set high expectations which inspire, motivate and challenge students Establish a safe and stimulating environment for students, rooted in mutual respect  Set goals that stretch and challenge students of all backgrounds, abilities and dispositions  Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
	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 own subject area and continuing to monitor, evaluate and improve it across the Academy. Greater awareness of whole Academy data across all areas and developing and evaluating improved practise across the Academy. Monitoring, evaluating and supporting others. At least consistently good and many examples of highly effective teaching, with good or above progress across own class and across subject area.	Monitoring and evaluating across the whole Academy and across a range of areas. Developing improved practise at whole Academy level based on research Highly effective teaching and good progress across own class. Good progress in subject areas throughout the Academy.	Monitoring and evaluating across the whole Academy and across a range of areas. Developing improved practise at whole Academy level based on research Highly effective teaching and good progress across own class. Good progress in subject areas throughout the Academy. Impact is consistent and embedded in this area.	Further research and development projects carried out which continuously feed into improving practice with own and other Academies in the Trust. Highly effective practitioner showing highly effective teaching and good or above progress with different cohorts of students and across all abilities/needs. High and effective involvement in the leadership and management and direction of the Academy 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.
<p><b>The expectations of all staff in the Academy, regardless of career stage is to meet this standard in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the academy</li> <li>• Establish and maintain consistent high expectations of all</li> <li>• Encourage individual and collective responsibility</li> <li>• Create a 'can do' culture to raise aspiration for all</li> <li>• Focus on equality and mutual respect</li> <li>• Foster positive relationships between staff and students and peers</li> </ul> <p><b>The role of staff in achieving this is to:</b></p> <ul style="list-style-type: none"> <li>• Deliver a curriculum which is inclusive and differentiated</li> <li>• Use a range of flexible and responsive learning styles which promote independent learning</li> </ul>						

- Encourage collaboration and participation in lessons
- Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults
- Provide opportunities for regular differentiated assessment and feedback

**The Academy 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 Academy's broader work

## Standard 2:

Promote good progress and outcomes by students	M1 and M2	M3 and M4	M5 and M6	UPS 1	UPS 2	UPS 3
Be accountable for students attainment and progress by outcomes	Keep accurate records of own students 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 students 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 manage other staff through pupil progress meetings, target setting and data analysis. Track, monitor and analyse whole Academy data in own specific areas of leadership Have a knowledge of the data for all year groups and curriculum areas across the Academy and use this to effectively inform future actions in the Academy
Be aware of students' 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 students needs Use data to inform planning through pupil progress meetings With support where needed	Use data and regular marking methodically to inform planning and differentiation in daily lessons Utilise a wide range of strategies for differentiation that meets 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 whole Academy which develop the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these. Identify groups who need specific intervention and ensure that they are targeted with timely intervention Monitor marking and data across the Academy putting in place support or training where necessary.	Lead and develop strategies across the whole Academy which develop the use of data, identification of gaps and barriers to learning and effective planning and differentiation to overcome these. Identify groups who need specific intervention and ensure that they are targeted with timely intervention Monitor marking and data across the Academy putting in place support or training where necessary. Impact is consistent and embedded in this area.	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
Guide students to reflect on the progress	Use AFL techniques such as: Engage in regular dialogue with students within	Consistent and established use of AFL ensures that students are aware of and able to reflect on their	Employ effectively a wide range of AfL techniques which ensure progress of	Research develop and implement whole Academy improvements to systems to support	Research develop and implement whole Academy improvements to systems to support	Monitor the use of AfL across Academy / key stage/year group

they have made and their emerging needs	lessons reflecting on, consolidating and extending learning and promoting an enthusiasm for learning. Regularly use improvement marking. Ensure students are given time to reflect and act on marking Ensure students relate marking and work to their personal targets	own learning and of how to improve through: Established and consistent use of improvement marking Established and consistent methods in place to allow students to reflect and act on marking Established and consistent use of individual pupil targets by teacher and students Share good practice in AfL for example through coaching and paired teaching	students is consistently good or above. Support colleagues in use of AfL for example through coaching and paired teaching.	students' reflection on their progress and next steps	students' reflection on their progress and next steps. Impact is consistent and embedded in this area.	Investigate new and innovative practise and share with others Identify need and implement support for colleagues in effective AfL strategies.
Demonstrate knowledge and understanding of how students 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 students to make progress	Extensively and consistently use a range of learning and teaching techniques to ensure all students' needs are met. Experiment and explore different and new techniques to maximise student progress Identify individual students 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 Academy which facilitates improvements and secures rapid and sustained progress for all students	Established highly effective practice is developed and shared across the academy	Established highly effective practice is developed and shared across the academy. 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 the Academy.  Develop potential to share practice across the BW trust
Encourage students 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 students 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 students' attitudes to learning across the academy Research new initiatives and techniques which develop students aspiration and independence in learning, where appropriate share these across the academy	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 students' attitudes to learning across the academy Research new initiatives and techniques which develop students aspiration and independence in learning, where appropriate share these across the academy. Impact is consistent and embedded in this area.	Research develop and implement whole Academy 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 secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	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.	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.	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.	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 the Academy. Monitor the impact of developments in at least one subject.	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 the Academy. Monitor the impact of developments in at least one subject. Impact is consistent and embedded in this area.	Research new curriculum wide initiatives including own ideas and action research in order to ensure that the Academy is at the forefront of innovative and engaging subject and curriculum developments. Monitor impact of developments and new initiatives.
demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	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.	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.	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 the Academy.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Impact is consistent and embedded in this area.	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, articulation and the correct use of standard English, whatever the teacher's specialist subject	Use and model standard English in own speech. Correct and model students' spoken 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 the Academy 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 the Academy, ensure that systematic synthetic phonics is taught effectively throughout the Academy 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 students' accurate understanding of mathematical concepts.	Teach maths at a consistently good level. Share own good practice 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	UPS 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 Academy 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 Academy 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 the Academy 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 the Academy 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 the Academy.
promote a love of learning and students' intellectual curiosity	With support and guidance from senior leaders or other relevant staff, provide engaging and motivating lessons which inspire students 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 Academy actions to improve engagement and motivation and monitor impact within own subject area.	Research, develop, monitor and evaluate engaging teaching practices across the whole Academy and across all curriculum areas.	Research, develop, monitor and evaluate engaging teaching practices across the whole Academy and across all curriculum areas. Impact is consistent and embedded in this area.	Engage in wider research into learning and share results across the trust where appropriate.
set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired	Set homework in line with Academy policy. Plan trips visits and activities which extend and consolidate lessons and subjects taught, with the guidance	Plan and implement whole Academy trips and visits and other activities or interest days, clubs and competitions which enhance an area of the curriculum, with support	Independently plan and implement whole Academy trips and visits and other activities or interest days and competitions which enhance an area of the			

	of senior leaders or other relevant staff.	of other staff where needed.	curriculum in line with whole Academy 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 Academy, 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 Academy 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 the Academy either for individuals or whole academy. Implementation of new techniques and monitoring of impact Own development of highly effective practice and implementation across the academy	Monitoring and observation of reflective practice, teaching techniques. Analysis and action planning to develop improved practice across the Academy either for individuals or whole academy. Implementation of new techniques and monitoring of impact Own development of highly effective practice and implementation across the academy. Impact is consistent and embedded in this area.	Research and development of reflective practice and approaches to teaching in a broader context than own Academy.
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 the Academy and monitor. Support and hold others to account for their subject monitoring Research and lead the development of innovation in curriculum design for the academy	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 the Academy and monitor. Support and hold others to account for their subject monitoring Research and lead the development of innovation in curriculum design for the academy. Impact is consistent and embedded in this area.	

## Standard 5:

Adapt teaching to respond to the strengths and needs of all students	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 students to be taught effectively	Observe and analyse differentiation across the Academy. Through data analysis identify, monitor and track key groups of students 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 the Academy. Through data analysis identify, monitor and track key groups of students in own area of leadership across the Academy. 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 the Academy. Through data analysis identify, monitor and track key groups of students in own area of leadership across the Academy. 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 students.	Monitor and track the progress of key groups across the Academy. Have a good understanding of differentiation across the Academy 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 students.	Monitor and track the progress of key groups across the Academy. Have a good understanding of differentiation across the Academy 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 students. Impact is consistent and embedded in this area.	Monitor and track progress of key groups across the Academy. 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 students' 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 students 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	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 the academy.	Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across the academy. Impact is consistent and embedded in this area.	Lead research and implement whole Academy strategies and resources to overcome a range of barriers to learning.

	interventions and methods are used which help overcome barriers to learning.	ensure all learners are able to access learning.				
demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development	Be aware of the need to and develop students SMSC through Academy'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 students 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 student.	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 students' levels of development, across the key stage or Academy.	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 students' levels of development, across the Academy.	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 the Academy/Trust.
Have a clear understanding of the needs of all students, 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 students in own class who are not making age appropriate progress or development and adapt teaching appropriately with support and advice from 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 students. 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 students 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 student groups. Evaluate methods used across the Academy 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 students.	Support and advise others in suitable methods, interventions and differentiation for all student groups. Evaluate methods used across the Academy 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 students. 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
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **The expectations of all staff in the Academy, regardless of career stage is to meet this standard in the following ways:**

- ensure that all students, regardless of their starting points make rapid and sustained progress
- effectively monitor the progress of students in lessons
- utilise data to inform planning and delivery
- provide challenge, pace and support to encourage students to achieve at the highest level create a culture of aspiration in all students
- use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all students

#### **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 students understand how to improve their work and have the opportunity to do so to secure progress
- Produce accurate and timely reports as required

#### **The Academy 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 students' progress and work completion relevant and targeted CPD opportunities at individual, departmental and academy 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 the Academy, in accordance with the Academy'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 the Academy'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 the Academy's behaviour policy. Anticipate and plan for potential behaviour management. Promote positive behaviour in accordance with Academy and class rules in own class and throughout the Academy.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the Academy'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 the Academy's behaviour policy To contribute to the development and implementation of whole Academy 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 the Academy's behaviour policy To contribute to the development and implementation of whole Academy 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 the Academy's behaviour policy Develop and implement whole Academy 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 the Academy and its impact on students 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 the Academy and its impact on students' 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 the Academy. 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 the implementation of new and relevant initiatives across the

						Academy and the across the trust.
manage classes effectively, using approaches which are appropriate to students' 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 students	Manage behaviour effectively to have an established ethos and systems in the classroom which motivate students. Approaches ensure that students good and highly effective behaviour in the classroom, results in effective learning.	Manage behaviour effectively in own class and throughout the Academy. Maintain an ethos in the classroom which ensures that students 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 students 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 the Academy.	Model highly effective behaviour management in own class. Maintain an ethos in the classroom which ensures that students 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 the Academy. 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 students 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 the Academy.
Maintain good relationships with students, 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 Academy expectations, drawing on advice of others	Establish a rapport with all students throughout the Academy 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 students and their needs enables all students 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 the academy. Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the Academy.

## Standard 8:

<b>Fulfil wider professional responsibilities</b>	<b>M1 and M2</b>	<b>M3 and M4</b>	<b>M5 and M6</b>	<b>UPS 1</b>	<b>UPS 2</b>	<b>UPS 3</b>
make a positive contribution to the wider life and ethos of the Academy	Participate in whole Academy events and activities. Organise own class trips with the support of others.	Participate in or organise extracurricular clubs. Participate in whole Academy events including those organised by parent associations. Lead assemblies and other specialised areas of learning across the whole Academy	Instigate and organise whole Academy events which contribute to the wider activities and ethos of the Academy	Be part of the organisation of the whole Academy calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences	Be part of the organisation of the whole Academy calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences. Impact is consistent and embedded in this area.	Take a lead in the organisation of the whole Academy calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences. Upholding the principals and ethos of the academy 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 the academy which contributes to improving practise and provision for students, including cascading of own CPD experiences. Where requested, undertake mentoring roles for ITT or NQT.	Lead a team /key stage /whole academy initiative, plan implement and share change with colleagues drawing on support from others if required. Start to collaborate with other professionals beyond the academy (Brooke Weston trust and teaching Academy alliance) to improve teaching practices and provision for students	Undertake higher level CPD in order to develop an area within the academy. Share own academy good practice in the wider academy trust.	Undertake higher level CPD in order to develop an area within the academy. Share own academy good practice in the wider academy trust. Impact is consistent and embedded in this area.	Instigate opportunities to collaborate with colleagues across the academy /TSA /BW trust 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 students. Good relationships and effective communication exists	Monitor and evaluate the effectiveness of own support staff on the learning of key groups of students to ensure that they have a notable impact on the learning of key groups or individual students. Guide and monitor support staff in the delivery, recording	Timetable support staff hours across Year group, key stage or Academy. 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 Academy. Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress.	Be involved in the performance management and development of support staff

		within the classroom team.	and tracking of intervention programmes.		Impact is consistent and embedded in this area.	
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 the Academy needs. Developing practice ensures effective professional contribution across the academy. 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 the Academy. Lead curriculum area training with support if needed. Undertake mentoring role for ITT students if required. Embedding practice ensures highly effective professional contribution across the academy	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 the academy.	Undertake NQT induction process Act as a reviewer in the Academy'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 the academy and beyond	Undertake NQT induction process. Act as a reviewer in the Academy'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 the academy and beyond. Impact is consistent and embedded in this area.	Lead/contribute to and facilitate professional development events across the academy TSA BW trust. Act as reviewer in the academy's performance management system Act as a lead professional in the coaching and mentoring of colleagues across the academy /TSA /BW trust. Consistent highly effective practice in leadership and management ensures highly effective leadership management and professional contribution across the academy and beyond.
Communicate effectively with parents with regard to students' achievements and well-being.	Start to build professional relationships with own class student's parents, through parents evenings and reports.	Communicate confidently with parents of own class students 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 the Academy and deal with issues that arise.