

Career Stage Expectations Characteristics

- The following descriptors/exemplars represent the key characteristics of each career stage
- The characteristics are intended for guidance/reference use and self-audit purposes
- Each stage assumes that the criteria from the previous stage has been met

Characteristics	Developing in the classroom	Embedded in the classroom	Developing individuals e.g. ITT / NQT / Collaborative Subject Leader	Developing a number of others	Strategic development and leadership of others in the whole school
	M2 / M3	M4 / M5	M6 / UPS / TLR2	TLR 1 / 2	Leadership Scale
	Begin to... Develop... Establish... Contribute... Apply...	Embed... Consistently... Effectively... Highly competent...	Share expertise and knowledge... Under direction... Lead teacher...	Support/assist... Encourage... Lead... Ensure...	

Career Stage Expectations

Standard Prompts	Developing in the classroom	Embedding in the classroom	Developing Individuals eg. ITT / NQT / Collaborative subject leader	Developing and leading a number of others – eg. In department / year group	Strategic development and leadership of others in the whole school
	M2 / M3	M4 / M5	M6 / UPS / TLR2	TLR1/2	Leadership scale
1(i) To establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>To greet pupils on entry to lessons and to provide appropriate starter activities</p> <p>To ensure that the classroom is safe and has stimulating displays which are updated and relevant to the subject.</p> <p>To establish ground rules based on clear expectations of mutual respect</p>	<p>To consistently plan lessons with safety in mind</p> <p>To consistently plan lessons to include a variety of teaching styles to provide a stimulating environment</p> <p>To show established and consistent ground rules</p>	<p>To be a consistent and established member of the teaching team with clear and applied ground rules</p> <p>To support, assist or encourage other colleagues in establishing excellent classroom conduct through supportive relationships, under the direction of the HoD/LC</p>	<p>To support others in their approach to greeting and ending lessons.</p> <p>To be present in the departmental area to greet pupils and help the team in setting expectations for excellent conduct within the subject area</p> <p>To provide coaching support for other colleagues in establishing excellent classroom conduct</p> <p>To ensure consistency of quality of learning culture across team</p> <p>To provide necessary support, coaching and mentoring to ensure consistency of quality across the team</p>	Policy strategies & monitoring