

Career Stage Expectations

Career Stage 1 - Mainscale 2 + 3

The teacher teaches at a level which meets the standards without significant error. They demonstrate the descriptors with some proficiency.

If not observed, the teacher can demonstrate a basic knowledge of the concept and/or offer a basic explanation as to why it was not used or applied.

Career Stage 2 - Mainscale 4 + 5 + 6

The teacher teaches at a level which meets the standards. They demonstrate the descriptors consistently.

If not observed, the teacher can provide sufficient relevant information to demonstrate a reasonable understanding of the descriptor and offer a valid explanation as to why it was not used or applied.

Career Stage 3 - Upper Pay Range - UPR

The teacher teaches at a level which exceeds the standards.

They demonstrate the descriptors consistently, accurately, and efficiently.

If not observed, the teacher can provide significant and relevant information about the descriptor and explain why it was not used or applied.

Developmental Needs

As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding. Developmental objectives must be linked to the Teachers' Standards and address priorities in the School Development Plan, the teacher's CPD and, where appropriate, leadership and management responsibilities.

Standard Not Met

The teacher fails to meet a descriptor in the Teachers' Standard. Part of the standard is not met

They may also fail to demonstrate most of the descriptors and/or the application of them often reflects significant errors. The Standard is not met

If not observed, the teacher is unable to offer a reasonable explanation as to why the descriptor/standard was not used or applied.

Teacher Standard		1	2	3	D	Not Met
1	Set high expectations which inspire, motivate and challenge pupils					
i	Establish a safe and stimulating environment for pupils rooted in mutual respect					
ii	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions					
iii	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils					

Area identified for Development

Career Level Demonstrated

Standard Not Met

Descriptor

Part One - Teaching

		1	2	3	D	Not Met
1	Set high expectations which inspire, motivate and challenge pupils					
i	Establish a safe and stimulating environment for pupils rooted in mutual respect					
ii	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions					
iii	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils					
2	Promote good progress and outcomes by pupils					
i	Be accountable for pupils' attainment, progress and outcomes					
ii	Be aware of pupils capabilities and their prior knowledge, and plan teaching to build on these					
iii	Guide pupils to reflect on the progress they have made and their emerging needs					
iv	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching					
v	Encourage pupils to take a responsible and conscientious attitude to their own work and study					
3	Demonstrate good subject and curriculum knowledge					
i	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings					
ii	demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship					
iii	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					
iv	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics					
v	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies					
4	Plan and teach well structured lessons					
i	impart knowledge and develop understanding through effective use of lesson time					
ii	promote a love of learning and children's intellectual curiosity					
iii	set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have					
iv	reflect systematically on the effectiveness of lessons and approaches to teaching					
v	contribute to the design and provision of an engaging curriculum within the relevant subject area(s).					
5	Adapt teaching to respond to the strengths and needs of all pupils					
i	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					
ii	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these					
ii	demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support					
iv	have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to					
6	Make accurate and productive use of assessment					
i	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use					
ii	use relevant data to monitor progress, set targets, and plan subsequent lessons					
iii	give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					
iv	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary					
7	Manage behaviour effectively to ensure a good and safe learning environment					
i	have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in					
ii	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and					
iii	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them					
iv	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary					
8	Fulfil wider professional responsibilities					
i	make a positive contribution to the wider life and ethos of the school					
ii	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support					
iii	deploy support staff effectively					
iv	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from					
v	communicate effectively with parents with regard to pupils' achievements and well-being					

Part Two - Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	Met	Not Met
i	treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position		
ii	having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions		
iii	showing tolerance of and respect for the rights of others		
iv	not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs		
v	ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law		
2	Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality		
3	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		