



# Job Description Appendix

## Professional Standards

The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

The Teachers' Standards **must** be used by maintained schools to assess teachers' performance. They can be used by all schools and teachers to identify development needs and plan professional development.

Headteachers and other appraisers **should** use their professional judgement and common sense to assess teachers to a level that is consistent with what should reasonably be expected of that teacher, given their role and level of experience.

Teachers applying to access the upper pay range will be assessed as to whether they are highly competent in all elements of the Teachers' Standards and whether their achievements and contribution to an educational setting or settings are substantial and sustained.

## Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Principles

- The school supports the intention laid out in the STPCD that the majority of teachers will progress within the pay range
- Teachers will only not progress when their overall performance fails to reach expected, clear and measurable criteria
- Overall Performance above and beyond these criteria may enable faster progression through the teaching pay ranges
- TLR 3 may be used to support a specific time limited project or leadership positions
- Allowances are unaffected by performance progression
- The school recognises Performance pay progression through the leadership range is for future consideration by the School Teachers Review Body (STRB)
- Leading practitioner ranges may be introduced where the school identifies a need

- On recruitment to the school, teachers will be placed on a pay point in line with their current experience and skills – however, direct assimilation cannot be guaranteed as all other schools are able to vary their structures. In these circumstances the school will match the closest point to the existing salary
- Opportunities in the STPCD around recruitment and retention of staff may be used by the governing body for areas identified as a priority or to address a skills shortage.

## **Appraisal Objectives**

- Appraisal objectives are set against national professional standards. All teachers will be expected to set a pupil progress and a teaching and learning target in the appraisal process.
- Pay progression recommendations are made by the Appraiser for consideration by the Headteacher. Teachers are invited to evidence the impact of appraisal targets as part of the process.

## **Part 2**

### **Personal & Professional Conduct**

**At any level of the scale a teacher must meet all of the following requirements:**

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:
  - treating pupils, colleagues and other adults with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others 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
  - 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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Appraisal Objectives – Descriptors

### Professional Standard 1. To set high expectations which inspire, motivate and challenge pupils

M1	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3
<b>1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect</b>								
Set up and maintain a learning environment, including routines and practices, which supports learning and promotes independence. Ensure safety at all times.	Contribute to learning environments which support learning in communal areas. Ensure safety at all times.		Ensure all colleagues are supported in setting up a learning environment, including routines and practices, which supports learning and promote independence.  Consistently demonstrate high standards.		Take responsibility for monitoring and evaluating and ensuring that all environments are safe and support learning effectively and that pupils are inspired and motivated.  Support staff development by identifying effective practice through observation/ learning walks and sharing this with all staff.  Lead on development in the subject or key stage by ensuring high expectations, addressing concerns, identifying actions for improvement and evaluating progress			
<b>1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b>								
Consistently plan and deliver lessons that inspire, motivate and challenge most pupils.	Ensure good practice is shared and support colleagues in setting challenging learning goals.		Ensure that all pupils within the phase are set appropriate learning goals to provide challenge and stretch them.		Oversee target setting and monitor goals. Ensure that monitoring information is shared and used in planning. Monitor effectiveness of goals set against progress of children. Identify actions and offer support to improve where necessary.			
<b>1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b>								
Consistently demonstrate the school's aims and values and ensure the attitudes and behaviour expected from pupils are upheld at all times.						Contribute towards, promote and model the school aims and positive attitudes, values and behaviour Ensure they are consistently upheld across the school.  Take responsibility for monitoring consistent application and take action if required.  Provide a safe and stimulating learning environment for		

	all staff and pupils.
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## Professional Standard 2. Promote good progress and outcomes by pupils

M1	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3
<b>2.1 Be accountable for pupils' attainment, progress and outcomes</b>								
<p>Monitor the progress and attainment of all pupils they teach.</p> <p>Ensure most pupils achieve in line with expectations and some exceed them.</p>		<p>Discuss progress and attainment with colleagues and support them in identifying and implementing improvement strategies.</p>		<p>Consistently help all teachers in team monitor and evaluate progress and attainment and use information to support planning and teaching.</p>		<p>Ensure class/set teachers have knowledge and skills to effectively monitor pupils' progress. Support where needed.</p> <p>Implement strategies for sharing effective practice at subject, phase or whole school level.</p> <p>Lead on intervention strategies within the phase or subject to ensure pupils achieve at least expected progress with some achieving beyond.</p>		
<b>2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</b>								
<p>Understand own pupils' capabilities and prior learning.</p> <p>Understand and make use of assessment data to plan next steps and set targets.</p>		<p>Support some colleagues in developing further understanding and use of the assessment of prior learning in planning.</p>		<p>Consistently demonstrate good understanding of the need to take account of prior learning in planning.</p> <p>Support all colleagues in effective planning based on awareness of pupil capabilities and prior learning.</p>		<p>Ensure all staff are able to effectively use knowledge of prior learning in their planning and teaching.</p> <p>Support teams and monitor use and understanding of prior learning in planning and teaching.</p> <p>Monitor record books and planning. Provide support where necessary.</p>		
<b>2.3 Guide pupils to reflect on the progress they have made and their emerging needs</b>								
<p>Promote pupil awareness of targets and progress.</p> <p>Use AFL strategies with own class to enable pupils to know the progress they have made and any emerging needs.</p>		<p>Support colleagues in developing AFL strategies and recording progress.</p> <p>Promote active pupil engagement with their target setting and assessment of progress.</p>		<p>Consistently demonstrate and model good AFL practice with colleagues.</p> <p>Support colleagues in team to ensure pupils are actively engaged in setting their own targets.</p>		<p>Support teams in effective use of AfL.</p> <p>Monitor practice and lead on intervention strategies across the year, phase or school to ensure pupils make at least expected progress and many achieve beyond.</p> <p>Develop and support effective AfL across the school.</p>		

<b>2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b>			
<p>Have basic understanding of how all children learn with basic learning styles (e.g. VAK). Show adaptability in teaching to need.</p>	<p>Develop understanding of pedagogy and share knowledge and skills with colleagues.</p>	<p>Have a wide range of pedagogic skills and strategies. Support colleagues by modelling and sharing effective practice. Reflect on own practice and make use of national developments/ research to adapt teaching.</p>	<p>Monitor colleagues through observations and other sources. Support the development of teaching skills through modelling, demonstration. Have knowledge of CPD needs and develop subject, phase or whole school strategies to ensure these are met.</p>
<b>2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.</b>			
<p>Establish a classroom ethos and culture where pupils are encouraged to take responsibility for, and be conscientious towards, their own learning. Have high expectations of pupils' work and attitudes.</p>	<p>Support colleagues in developing a positive ethos and culture.</p>	<p>Monitor and consider further development of ethos through for example reward schemes etc. Ensure all colleagues are supported in developing a positive culture with high expectations of work and attitudes. Consistently model and demonstrate high standards.</p>	<p>Monitor colleagues and year group, phase or school practices to ensure policies are consistently applied by staff. Use phase, Key Stage or whole school events (such as assemblies) to reinforce expectations. Be positive role model to all staff.</p>

### Professional Standard 3. Demonstrate good subject and curriculum knowledge

M1	M2	M3	M4	M5	M6	UPS 1	UPS2	UPS 3
<b>3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</b>								
<p>Have a sound knowledge of the relevant subjects and curriculum areas within the year group(s) taught.</p> <p>Be aware of different techniques and skills to foster and maintain pupils' interest.</p> <p>Keep up to date with developments in subject areas.</p>		<p>Demonstrate a secure knowledge of the curriculum areas across the phase group.</p> <p>Use and develop different techniques and skills to foster and maintain pupils' interest.</p> <p>Share effective practice with colleagues.</p>		<p>Consistently demonstrate a secure knowledge of the curriculum across the key stage.</p> <p>Model and demonstrate different techniques and skills to consistently foster and maintain pupils' interest.</p>		<p>Have relevant, up to date subject knowledge of and share with colleagues.</p> <p>Provide support and training where needed.</p> <p>Take responsibility for monitoring.</p>		<p>Assess need and provide relevant support to ensure improvements are made and expectations are met.</p> <p>Consistently promote literacy and numeracy within all curriculum areas wherever possible.</p>
<b>3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b>								
<p>Have a basic awareness of the developments in the subjects and curriculum areas.</p>		<p>Develop a more critical understanding of the developments in the curriculum areas and be able to share understanding with colleagues.</p>		<p>Keep up to date with regional and national developments in the relevant subject area.</p> <p>Share knowledge and support colleagues.</p>		<p>Monitor colleagues' understanding of regional and national curriculum developments.</p> <p>Identify needs and provide appropriate support and training to improve provision.</p>		<p>Fulfil accountabilities and play a proactive role in ensuring Improvements are made.</p>
<b>3.3 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</b>								
<p>Demonstrate and promote high standards of literacy, articulation and the correct use of standard English within the classroom.</p> <p>Promote literacy and numeracy within curriculum areas wherever possible.</p>		<p>Consistently demonstrate and promote high standards of literacy, articulation and the correct use of standard English throughout the phase group.</p> <p>Provide a good role model to children and all staff.</p>		<p>Support colleagues in promoting high standards of literacy, articulation and the correct use of standard English throughout the phase group or key stage.</p>		<p>Monitor, observe and evaluate the Standard of teaching in Literacy across the key stage.</p> <p>Identify needs of staff and provide support and training to make further improvements.</p> <p>Keep up to date on any regional or national developments in literacy.</p>		<p>Be fully aware of the standard of literacy across the school.</p> <p>Be fully aware of literacy improvement targets across the whole school and monitor the progress in achieving these.</p> <p>Support or lead professional development of colleagues across the school</p>



<b>3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b>				
<p>Have an understanding of synthetic phonics and know how it is taught within the setting.</p> <p>Be familiar with resources available to support the teaching of phonics in the year group.</p>	<p>Demonstrate a clear understanding of synthetic phonics and use knowledge to effectively teach the different ability groups within the class or phase group.</p> <p>Share knowledge and understanding with other colleagues.</p>	<p>Consistently demonstrate a good understanding of synthetic phonics across phase or key stage.</p> <p>Teach consistently good lessons to ensure the progress of children of different abilities.</p> <p>Ensure that all colleagues are supported.</p>	<p>Monitor and evaluate the standard of teaching in phonics in a key stage.</p> <p>Identify any development needs of staff and lead appropriate training.</p> <p>Remain up to date on any new initiatives or developments in phonics.</p>	<p>Be fully aware of the standard of phonics within the school.</p> <p>Be fully aware of phonics improvement targets and monitor the progress in achieving these.</p>
<b>3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</b>				
<p>Have an understanding of children's early mathematical development and how children learn.</p> <p>Be familiar with resources in school which support the teaching of mathematics.</p>	<p>Demonstrate a clear understanding of children's mathematical development to effectively teach the different ability groups within the class.</p> <p>Share knowledge and understanding with other colleagues.</p>	<p>Consistently demonstrate a good understanding of children's mathematical development across a phase or key stage.</p> <p>Teach consistently good lessons which ensure the progress of all children.</p> <p>Ensure that all colleagues are supported.</p>	<p>Monitor and evaluate the standard of teaching in Mathematics in a key stage.</p> <p>Identify any development needs of staff and lead appropriate training.</p> <p>Remain up to date on any new initiatives or developments in mathematics.</p>	<p>Be fully aware of the standard of mathematics within the school.</p> <p>Be fully aware of mathematics improvement targets and monitor the progress in achieving these.</p>

## Professional Standard 4. Plan and teach well-structured lessons

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>4. Overall expectations for quality of teaching</b>								
A large majority of lessons will be consistently good.		Teaching will be consistently good with outstanding elements. Some may be outstanding.		Teaching will be consistently good with many outstanding elements. Some may be outstanding.		All lessons will be at least good. A majority will be outstanding.  Facilitate the leadership of development strategies in a subject or phase.		All lessons will be at least good. A large majority will be outstanding.  Facilitate the leadership of development strategies in across a key stage or the school.
<b>4.1 Impart knowledge and develop understanding through effective use of lesson time</b>								
Be aware of prior learning which informs planning.  Develop precise learning objectives which are shared and made clear to children.  Assess learning during and after lesson.		Use prior learning effectively to inform planning.  Develop success criteria linked to learning objectives.  Make good use of variety of techniques to assess learning.		Consistently develop understanding through effective use of lesson time, reshaping tasks where appropriate.  Ensure that all colleagues are supported in making effective use of lesson time.		Monitor planning and teaching of lessons across key stage.  Identify needs and lead the professional development of colleagues across the key stage.		Monitor planning and quality of teaching across the whole school.  Identify needs and lead professional development of colleagues across the whole school.
<b>4.2 Promote a love of learning and children's intellectual curiosity</b>								
Show awareness of how children learn and different learning styles.  Be aware of the possible impact of gender and cultural differences on learning.  Plan and teach lessons which are engaging and interesting for all pupils.  Show enthusiasm and model positive attitudes to learning.		Plan and teach lessons which interest and motivate pupils.  Be able to challenge and inspire pupils of all abilities.  Share knowledge and practice with other colleagues.		Consistently teach lessons which interest, motivate and challenge children.  Share knowledge and support colleagues in their development.		Promote, lead or organise phase or key stage events to promote and foster curiosity and a love of learning.  Monitor and evaluate teaching within a phase or key stage.  Support development.		Promote, lead or organise whole school events to promote and foster curiosity and a love of learning.  Monitor and evaluate teaching across the school.  Support development.

<b>4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b>				
<p>Plan and set homework to consolidate and extend the learning taken place in class.</p> <p>With colleagues, help to organise educational visits or visitors to the class in order to support children's learning.</p>	<p>Plan and set homework to consolidate and extend the knowledge and skills pupils have acquired.</p> <p>Research and organise appropriate educational visits or visitors to the class, to further support the children's learning.</p>	<p>Research and organise appropriate educational visits or visitors for a phase or key stage to further support the children's learning.</p> <p>Give support and advice to colleagues.</p>	<p>Monitor and evaluate homework and out of class activities across a phase or key stage.</p> <p>Ensure appropriate continuity and progression.</p>	<p>Being accountable for homework and out of class activities across the whole school.</p> <p>Be responsible for regular review of policy to ensure the needs of children are appropriately met and that homework makes a positive contribution to learning and progress.</p>
<b>4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching</b>				
<p>Reflect on the effectiveness of own lessons and approaches to teaching in achieving learning objectives.</p> <p>Adapt as appropriate, seek support if needed.</p>	<p>Reflect on the effectiveness of own lessons and approaches to teaching in achieving learning objectives.</p> <p>Share good practice with other colleagues.</p>	<p>Reflect on the effectiveness of own lessons and approaches to teaching in achieving lesson objectives and ensuring good progress.</p> <p>Share good practice with other colleagues in the phase or key stage.</p>	<p>Monitor and evaluate effectiveness of lessons across a phase or key stage.</p> <p>Advise colleagues on developments to improve the effectiveness of lessons.</p>	<p>Monitor and evaluate effectiveness of lessons across the school.</p> <p>Advise colleagues on developments to improve the effectiveness of lessons.</p> <p>Plan and deliver whole school training.</p>
<b>4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</b>				
<p>Take part in weekly planning sessions and contribute ideas based on previous experience.</p>	<p>Contribute to medium and long term planning sessions.</p> <p>Use knowledge of children, relevant subjects and school context to provide a relevant and engaging curriculum.</p> <p>Be able to reflect on and adapt previous planning and teaching to further enhance the curriculum.</p>	<p>Demonstrate ability to contribute to the design of an engaging curriculum across phase group or key stage.</p> <p>Monitor the provision across the phase or key stage.</p> <p>Offer support and advice to other colleagues.</p>	<p>Monitor and evaluate curriculum provision and delivery to ensure it is engaging and relevant throughout the key stage.</p> <p>Lead team in designing new models if needed.</p>	<p>Regularly review curriculum provision and delivery to ensure it is engaging and relevant across the school and meets the needs of all pupils.</p> <p>Lead team in designing new models if needed</p>

## Professional Standard 5. Adapt teaching to respond to the strengths and needs of all pupils

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>5.1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b>								
Ensure that planning and delivery takes into account the different abilities and needs of pupils.		Planning and delivery is effective in providing for pupils of all abilities, ensuring good progress for all groups.		Knowledge of effective differentiation techniques to provide for pupils of all abilities is shared with colleagues.		Effective practice in providing effectively for all pupils is identified and shared with staff in the subject, phase or key stage.		Regularly review practice in providing for pupils of different abilities and needs. Monitor and evaluate the effectiveness of planning and delivery. Lead whole school in developing effective practice.
<b>5.2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</b>								
There is awareness that different barriers to learning can inhibit progress. Classroom routines and practices generally support learning for all pupils. There is consistent application of school policies. Support is sought where required.		There is clear understanding of how barriers to learning can inhibit pupils' progress. Clear strategies are used to lessen or remove barriers to learning for all groups. Classroom routines and practices effectively support and extend learning for all pupils.		Clear understanding of how barriers to learning can affect progress and consistent use of techniques and strategies to minimise them. Support and advice given to colleagues through mentoring and thorough knowledge of policies and practices.		Ensure that all staff have sufficient information and support in identifying possible barriers to learning for individuals and sub groups.		Leading school teams in identifying the range of barriers to learning that can exist. Providing training to develop staff knowledge and use of effective strategies to enable all pupils to access learning.
<b>5.3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</b>								
Planned and delivered learning is appropriate for age group (based on physical, intellectual and social development).		Planned and delivered learning is adapted to take into consideration those pupils who are above or below expected age related development either physically, intellectually or socially.		Support and advice given to colleagues on effective strategies such as intervention groups. Regular liaison with relevant leaders.		Monitor and evaluate impact of school policy on developmental needs at subject, phase or key stage.		Regular review and evaluation of the effectiveness and impact of school policies to ensure developmental needs are met. Plan action where needed.

**5.4. 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 use and evaluate distinctive teaching approaches to engage and support them.**

<p>Understand the range of needs that can occur.</p> <p>Make effective use of advice from Learning Support Manager , outside agencies, Year Group Leader.</p> <p>Adapt teaching as necessary based on advice given.</p>	<p>Very early identification of pupils with particular needs with effective strategies implemented to meet them.</p> <p>Practice adaptable and flexible to meet needs.</p>	<p>Support and advice given to colleagues to develop knowledge and understanding of diverse range of needs that can occur.</p>	<p>Ensure all staff have sufficient support in understanding the diverse range of needs that can occur.</p>	<p>Monitor and evaluate teaching and provision to ensure that all staff have clear understanding of the diverse range of needs that can exist.</p> <p>Monitor and evaluate teaching and provision to ensure to ensure that all pupils can access the curriculum.</p>
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## Professional Standard 6. Make accurate and productive use of assessment

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b>								
Understand and implement agreed assessment processes. Use all relevant data to support planning and delivery of teaching.		Embedded use of assessment impacts positively on learning and progress.		Manage and adapting assessment for any areas of the curriculum under their guidance		Review and advise, on different curriculum assessments for school. Evaluate phase or key stage systems of assessment		Monitor and evaluate assessment usage for positive impact upon pupil progress. Identify and provide appropriate training.
<b>6.2. Make use of formative and summative assessment to secure pupils' progress</b>								
Uses ongoing assessments during teaching and from marking to evaluate progress and inform future teaching. With support, use results from a range of tests to evaluate progress, identify any needs and inform future teaching to improve future progress.		Uses a wide range of AfL strategies to evaluate pupil progress during teaching and make appropriate adjustments. Use results from a range of tests to evaluate progress, identify any needs and provide effective interventions to improve future progress.		Support and advice given to colleagues to develop knowledge, understanding and use of effective assessment techniques.		Analyse results of assessments to evaluate pupil progress within a subject, phase or key stage. Identify, plan and monitor interventions. Lead on internal moderation.		Ensure that all staff are using assessment procedures effectively. Analyse results of assessments to evaluate pupil progress across the school. Identify, plan and monitor interventions. Lead on external moderations.
<b>6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</b>								
With support, use all relevant data to inform planning and delivery of teaching. Set and monitor challenging individual and class targets. Use data to track pupil progress. Compare pupil attainment and progress with national standards and expectations. Meet tracking and assessment deadlines.				Support and advice given to colleagues to develop knowledge, understanding and use of data.		Use data to help set subject, phase or key stage targets. Awareness of relative attainment across school.		Evaluate school wide data from subject, phase, key stage and whole school progress meetings evaluate overall progress and to make regional and national comparisons. Lead on the use and quality assurance of the use of data as a tool to improve pupil outcome
<b>6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</b>								
Regular marking and feedback with next steps for learning is given to all pupils.		Constructive pupil/teacher dialogue through effective questioning impacts positively on progress.		Support and advice given to colleagues to develop knowledge, understanding and use of high quality marking and		Lead training on marking of books and giving feedback to pupils and parents		Monitor and evaluate the quality of marking across the school.

		feedback which has a positive impact upon progress.		
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## Professional Standard 7. Manage behaviour effectively to ensure a good and safe learning environment

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</b>								
Classroom rules and routines are clear, consistently applied and make a positive contribution to a climate for learning. School policies and practices in classrooms and around the school are consistently applied.			Support colleagues in the design and implementation of classroom routines and practices which are conducive to effective learning.			Contribute to, develop and monitor school behaviour policies. Demonstrate and model consistently high expectations of behaviour throughout the school. Contribute to the monitoring of school behaviour policies in classrooms and around the school. Play an active, leading and sustained role in carrying out rewards and sanctions.		
<b>7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</b>								
Consistently demonstrate high expectations of behaviour, not just in the classroom but across the school. Ensure that any classroom framework for behavior is in accordance with school policy.			Support colleagues in the design and implementation of behavior frameworks which complement whole school policies.			Contribute to, develop and monitor school behaviour policies. Support Senior Leaders with any whole school behaviour issues, including risk assessment and behaviour management (off-site and on-site).		
<b>7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</b>								
Accept support from senior staff, putting into practice strategies given to involve and motivate pupils and encourage behaviour for learning.		Initiate and further develop own ideas. Contribute to discussions.		Support colleagues in developing strategies to involve and motivate pupils and encourage behaviour for learning. .		Ensure behaviour management strategies are fully embedded within classrooms in the phase or key stage. Monitor and evaluate behaviour in the phase, or key stage.		Ensure behaviour management strategies are fully embedded within classrooms throughout the school. Monitor and evaluate behaviour in the Whole School.
<b>7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</b>								
All pupils treated with respect. Exercise authority sensitively but firmly using praise and sanctions fairly and appropriately.		Act as role model and mentor in developing teacher behaviours which build good relationships, engender trust and grow acceptance of authority.			Act consistently as a role model in treating pupils with respect and exercising authority sensitively but firmly. Monitor and evaluate the development of a positive climate			

		for learning and good teacher/pupil relationships across the school.
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## Professional Standard 8. Fulfill wider professional responsibilities

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>8.1 make a positive contribution to the wider life and ethos of the school</b>								
Become involved in year, phase, key stage or whole school initiatives and events.		Attend relevant events outside of school time.		Organise and run school initiatives to impact on and develop social, emotional, physical and academic needs of pupils.		Take a consistent lead in developing and promoting the wider life of the school. Authorise and risk assess trips and events. Play an active role in applying for national awards and developing community involvement. Liaise with outside agencies when appropriate.		
<b>8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b>								
Able, with support, to identify key professional development needs and respond to advice and feedback.		Take a proactive role in accessing relevant support and professional development from colleagues.		Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate.		Take a proactive role in leading the professional development of colleagues, mentoring and coaching colleagues where and when appropriate. This may be within the school or across other schools, or appropriate establishments and groups. Ensure colleagues, across the school, are fully supported.		
<b>8.3 deploy support staff effectively</b>								
Work with support staff effectively to further pupils' learning and progress.		Monitor and evaluate the effectiveness of support staff in own class to further pupils' learning and progress. Support colleagues in effective use.				Assist senior staff in ensuring support staff are deployed effectively to have maximum impact upon pupils' learning and progress. Monitor and evaluate effectiveness and provide feedback.		
<b>8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</b>								
Be observed regularly by mentor. Observe others informally to develop practice. Discuss CPD to be discussed with mentor.	Self review and evaluate practice to identify growth points. Take own responsibility for own CPD. Carry out informal/formal observations. Discuss with colleagues.			Carry out informal and formal observations and give guidance to colleagues on how improvements can be made.		Use observations and other secondary sources to make secure and appropriate judgements about the quality of teaching. Provide developmental feedback. Identify subject, phase, key stage or whole school issues and provide appropriate training/professional development		
<b>8.5 communicate effectively with parents with regard to pupils' achievements and well-being.</b>								
With support, communicate informally and formally through events such as parents evenings,		Communicate informally and formally through events such as parents' evenings, reports, letters etc., ensuring parents/carers		Support colleagues with		Organise and run relevant parent meetings at Year Group phase or key stage		

reports, letters etc., ensuring parents/carers are well informed about their child's achievement and wellbeing.	are well informed about their child's achievement and wellbeing.	report writing. Communicate with parents on behalf of team.	
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## Part 2

### Personal & Professional Conduct

M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
<b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</b>								
Maintain professional conduct both in school and within the wider community at all times, and act as positive role models to the pupils.						Maintain professional conduct both in school and within the wider community at all times and act as positive role models to the pupils. Mentor more inexperienced staff within the subject, phase or key stage.		Maintain professional conduct both in school and within the wider community at all times and act as positive role models to the pupils. Mentor more inexperienced staff across the school.
<b>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.</b>								
Ensure all subject, phase or key stage and whole school policies are adhered to consistently.				Ensure subject or key stage and whole school policies are adhered to consistently. Contribute to development of subject, phase or key stage based policies.		Ensure subject, phase or key stage and whole school policies are adhered to consistently. Lead on the implementation of subject, phase or key stage based policies, in order to drive improvements in the attainment and progress of all pupils.		Contribute to the development of whole school policies. Monitor implementation, in order to drive improvements in the attainment and progress of all pupils.
<b>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>								
Ensure a clear knowledge and understanding of the statutory frameworks and always work within this.				Ensure a clear knowledge and understanding of the statutory			Ensure staff have a clear knowledge and understanding of the statutory frameworks and always work within these.	

	framework and always work within this. Support other colleagues in the subject, phase or key stage where necessary.	Ensure all subject, phase or key stage members adhere to this framework. Support other colleagues across the school where necessary.
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