**School Career Stage Expectations**

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|  | **BAND 1** | | | **BAND 2** | | | | **BAND 3** | | | | **BAND 4** |
| Standard | ECT | M2 | M3 | | M4 | M5 | M6 | | UPS1 | UPS2 | UPS3 | L1 onwards |
| 1 - **A teacher must set high expectations which inspire, motivate and challenge pupils** | Well behaved & orderly class  Happy children  Developing good use of resources & support staff | Well behaved & orderly class  Happy children  Good use of resources & support staff | Well behaved & orderly class  Happy children  Good use of resources & support staff | | Well behaved & orderly class  Happy children  Good use of resources & support staff | Well behaved & orderly class  Happy children  Good use of resources & support staff  Effective interventions | Well behaved & orderly class  Happy children  Excellent use of resources & support staff  Effective interventions | | Impact across the whole year group.  Supporting other teachers and TAs | Outstanding role model in all aspects of school life.  Leading initiatives  Monitoring the effectiveness of the practice of others. | Outstanding role model in all aspects of school life.  Leading initiatives  Monitoring the effectiveness of the practice of others. | Outstanding role model in all aspects of school life.  Leading initiatives and whole school approaches  Monitoring the effectiveness of the practice of others. |
| 2 - **A teacher must promote good progress and outcomes by pupils** | Most pupils achieve in line with school expectations of progress | Most pupils achieve in line with school expectations of progress | Almost all pupils achieve in line with school expectations of progress. | | Almost all pupils achieve in line with school expectations of progress. | Almost all pupils achieve in line with school expectations of progress; some exceed them. | Almost all pupils achieve in line with school expectations of progress; some exceed them. | | Almost all pupils achieve in line with school expectations of progress; many exceed them. | Almost all pupils achieve in line with school expectations of progress; many exceed them. | Almost all pupils achieve in line with school expectations of progress; many exceed them. | Almost all pupils achieve in line with school expectations of progress; many exceed them.  Monitor progress and attainment of groups across the school, and report to governors on findings, and next steps |
| 3 - **A teacher must demonstrate good subject and curriculum knowledge** | Have a developing understanding of the curriculum for own year group. | Have a confident knowledge of the curriculum for own year group.  Subject leader. | Have a good understanding of the curriculum for Key Stage.  Subject leader. | | Know curriculum for Key Stage confidently.  Subject leader. | Confident in subject knowledge.  Role model for high expectations within the whole curriculum and the area of responsibility. | Could have a core subject leader role (if subject available).  Confident in subject knowledge.  Role model for high expectations within the whole curriculum and the area of responsibility. | | Lead INSET on subjects.  Contribute to the design & provision of an engaging curriculum across subject areas across the key stage.  Have a core subject where available | Lead INSET on subjects.  Contribute to the design & provision of an engaging curriculum across subject areas across the key stage. | Deliver training & workshops for staff & parents/carers. Support others in lessons.  Observe practice & share good practice.  Contribute to the design & provision of an engaging curriculum across subject areas across the key stage. | Deliver training & workshops for staff & parents/carers.  Support others in lessons.  Observe practice & share good practice.  Contribute to the design & provision of an engaging curriculum across the whole school, monitoring its effectiveness, and implementing changes |
| 4 - **A teacher must plan and teach well- structured lessons** | All teaching at least satisfactory;  Becoming better as the year progresses | All teaching satisfactory;  much good or better. | All teaching good or better. | | All teaching good or better. | All teaching good; some outstanding. | All teaching good; some outstanding. | | All teaching good; much outstanding | All teaching good; most outstanding. | All teaching good; most outstanding. | All teaching good; most outstanding. |
| 5 - **A teacher must adapt teaching to respond to the strengths and needs of all pupils** | Differentiate within class & track progress of groups of children, with support from mentor/team leader | Differentiate within class & track progress of groups of children. | Differentiate within class & track progress of groups of children. | | Differentiate within class & track progress of groups of children. | Implement school initiatives.  Differentiate across the year group and track progress of all children in the year group in your year group team. | Implement school initiatives.  Differentiate across the year group and track progress of all children in the year group in your year group team. | | As M6 plus:  Have a secure understanding of range of factors that inhibit learning and plan to overcome these with other members of the team. | As M6 plus:  Have a secure understanding of range of factors that inhibit learning across the year group and plan to overcome these with other team members. | Have a clear understanding of the needs of all pupils in the year group and the Key Stage and have/share/implement a range of strategies to close gaps. | Have a clear understanding of the needs of all pupils in the year group and the Key Stage and have/share/implement a range of strategies to close gaps across the school.  Use systems to evaluate and monitor behaviour trends across the school |
| 6 - **A teacher must make accurate and productive use of assessment** | Accurate use of assessment to identify gaps in own class and plan next steps.  Participate in whole year group moderation activities. | Accurate use of assessment to identify gaps in own class and plan next steps.  Participate in whole year group moderation activities. | Accurate use of assessment to identify gaps in own class and plan next steps.  Participate in whole year group moderation activities. | | Accurate use of assessment to identify gaps in own class and plan next steps.  Fully participate in whole year group moderation activities. | Accurate use of assessment to identify gaps across year group and plan next steps.  Fully participate in whole year group moderation activities. | Accurate use of assessment to identify gaps across year group and plan next steps.  Fully participate in whole year group moderation activities. | | Accurate use of assessment to identify gaps across year group and plan next steps.  Lead whole year group moderation activities. | Accurate use of assessment to identify gaps across year group /whole key stage and plan next steps.  Lead whole Key Stage moderation activities. | Accurate use of assessment to identify gaps across year group /whole key stage and plan next steps.  Lead whole Key Stage moderation activities.  Feed findings into the SDP | Contribute to, and design assessment systems to identify gaps across year group /whole key stage and plan next steps.  Lead whole school moderation activities.  Feed findings into the SDP. |
| 7 - **A teacher must manage behaviour effectively to ensure a good and safe learning environment** | High expectations of pupil behaviour with an awareness and application of behaviour management strategies. | High expectations of pupil behaviour with an awareness and application of behaviour management strategies. | High expectations of pupil behaviour.  Targeted strategies used with individuals.  Most children behaving appropriately most of the time. | | High expectations of pupil behaviour.  Targeted strategies used with individuals.  Almost all children behaving appropriately most of the time. | High expectations of pupil behaviour. Targeted strategies used with individuals.  All children behaving appropriately most of the time. | High expectations of pupil behaviour. Targeted strategies used with individuals.  All children behaving appropriately most of the time. | | High expectations of pupil behaviour. Targeted strategies used with individuals and shared with other teachers  All children behave appropriately almost all of the time. | High expectations of pupil behaviour. Targeted strategies used with individuals.  All children behave appropriately almost all of the time. | High expectations of pupil behaviour. Targeted strategies used with individuals.  All children behave appropriately almost all of the time. | High expectations of pupil behaviour across the whole school.  Contribute to the whole school design of behaviour strategies and policies. |
| 8 - **A teacher must fulfil wider professional responsibilities** | Positive working relationships with pupils, colleagues and parents/carers  Able, with support, to identify key professional development needs and respond to advice and  feedback. | Positive working relationships with pupils, colleagues and parents/carers  Able, with support, to identify key professional development needs and respond to advice and  feedback. | These relationships are securely focussed on improving provision for pupils,  Able to identify key professional development needs and respond to advice and  feedback. | | These relationships are securely focussed on improving provision for pupils,  Takes a proactive role in accessing relevant support and professional development from colleagues. | Professional relationships with pupils, colleagues & staff lead to excellent provision.  Fully competent practitioner, able to keep up-to-date with changes and adapt practice accordingly. | Professional relationships with pupils, colleagues & staff lead to excellent provision.  Fully competent practitioner, able to keep up-to-date with changes and adapt practice accordingly. | | Plays a proactive role in building key stage teams to improve provision and outcomes.  Plays an active role in leading the professional development of key stage colleagues. Is responsible for at least one area of the SDP. | Plays a proactive role in building key stage teams to improve provision and outcomes.  Plays an active role in leading the professional development of colleagues. Is responsible for at least two areas of the SDP. | Plays a proactive role in building school-wide teams to improve provision and outcomes.  Plays an active role in leading the professional development of colleagues across the whole school. Is responsible for at least three areas/the equivalent of three areas of the SDP. | Plays a proactive role in building school-wide teams to improve provision and outcomes.  Plays an active role in leading the professional development of colleagues across the whole school.  Is responsible for designing and evaluating whole school priorities on the SDP.  Meets with governors to discuss whole school priorities and shares evaluations |