



## TEACHER STANDARDS & CAREER STAGE EXPECTATIONS

<b>Date Reviewed</b>	October 2016
<b>Date Ratified by Governors</b>	October 2016
<b>Review Date</b>	October 2017
<b>Responsible Person</b>	Mr M Marshall

## ***Meadow Park School – Teacher Standards & Career Stage Expectations***

### **Introduction:**

The purpose of this document is to provide a transparent method of determining progress through the Main and Upper Pay Scales. It also defines expectations of teachers on the Leadership Spine.

### **Process**

This document was presented to all teaching staff and members of the governing body for discussion.

### **Approach:**

Criteria are given against a number of headings linked to the DfE Teaching Standards June 2013. The expectations described under each relevant career stage are consistent with what should reasonably be expected of a teacher at that stage of their career. These are supported by both quantitative and qualitative data which will be used in appraisal of teacher performance. It is assumed that teachers will have continued to meet existing criteria at previous stages. Any reduction in performance will be dealt with through alternative school procedures. Teachers will be expected to self-review prior to appraisal.

The Teaching Standards are split into two parts: Teaching and Personal and Professional Conduct. For clarity, these have been divided into the following aspects:

### **Teaching**

- Teaching Delivery
- Attainment
- Progress
- Subject knowledge and subject leadership
- Planning and Assessment
- Behaviour and Attendance Management
- Wider Professional Responsibilities

### **Personal and Professional Conduct**

- Safeguarding
- School Policies and Practices
- Professional Development
- Leadership and Management
- Wider School Involvement

## Key Stages 2, 3 and 4

	M2	M4	M6	UPS 1	UPS 2	UPS 3
<b>Teaching</b>						
<b>Teaching Delivery</b>	All teaching Good	All teaching Good with elements Outstanding	All teaching Good with some Outstanding	All Teaching Good and majority Outstanding	All Teaching Good and many Outstanding	All teaching Good and most Outstanding
<b>Attainment</b>	<p>A percentage of pupils reach age appropriate national expectations described below. Some exceed this.</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>	<p>A percentage of pupils reach age appropriate national expectations described below. Some exceed this. A significant number exceed this level. See note below.</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>	<p>A percentage of pupils reach age appropriate national expectations described below. Some exceed this. 25% exceed national expectations. See note below</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>	<p>A percentage of pupils reach age appropriate national expectations described below. Some exceed this. 30% exceed national expectations. Vulnerable groups make good progress. See note below.</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>	<p>A percentage of pupils reach age appropriate national expectations described below. Many exceed this. Vulnerable groups make exceptional progress. See note below.</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>	<p>A percentage of pupils reach age appropriate national expectations described below. Many exceed this. Vulnerable groups make exceptional progress.</p> <p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</p>
<b>Progress</b>	<p>80% of pupils make 2 N.C. sub level points progress.</p> <p>Be accountable for pupils attainment, progress and outcomes</p> <p>Set goals that stretch and challenge pupils of all backgrounds and</p>	<p>85% of pupils make 2 N.C. sub level points progress.</p> <p>Be accountable for pupils attainment, progress and outcomes</p> <p>Set goals that stretch and challenge pupils</p>	<p>90% of pupils make 2 N.C. sub level points progress.</p> <p>Be accountable for pupils attainment, progress and outcomes</p> <p>Set goals that stretch and challenge pupils of all backgrounds and</p>	<p>100% of pupils make 2 N.C. sub level points progress some exceed this target. Set goals that stretch and challenge pupils of all backgrounds and abilities</p> <p>Be accountable for pupils attainment, progress and outcomes</p>	<p>100% of pupils make 2 N.C. sub level points progress and many exceed this target.</p> <p>Set goals that stretch and challenge pupils of all backgrounds and abilities</p> <p>Guide pupils to reflect on the progress they have made.</p>	<p>100% of pupils make 2 N.C. sub level points progress and most exceed this target.</p> <p>Set goals that stretch and challenge pupils of all backgrounds and abilities</p> <p>Guide pupils to reflect on the progress they have made.</p>

	abilities  Guide pupils to reflect on the progress they have made.	of all backgrounds and abilities  Guide pupils to reflect on the progress they have made.	abilities  Guide pupils to reflect on the progress they have made.		Be accountable for pupils attainment, progress and outcomes	Be accountable for pupils attainment, progress and outcomes
<b>Planning and Assessment</b>	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning.	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning. There is evidence that a range of approaches is used for differentiation	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning. Planning is used as a model to support ITT and other colleagues.	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning. Planning is used as a model to support ITT and other colleagues.	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning. Planning is used as a model to support ITT and other colleagues.	Planning and assessment follows the school policy. Assessment has a major impact on planning and delivery. Homework and out of class activities consolidate extend and promote a love of learning. Planning is used as a model to support ITT and other colleagues.
<b>Behaviour</b>	Behaviour is well managed so that all pupils access learning.  Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.  Clear routines and rules for behavior in classrooms, take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy	Pupils' behaviour is always good and interventions are put in place to promote good behaviour.  Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.  Clear routines and rules for behavior in classrooms, take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy	Behaviour is exemplary and an excellent relationship exists promoted by out of school and lunchtime interaction. The teacher supports.  Clear routines and rules for behavior in classrooms, take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy	Behaviour is exemplary and an excellent relationship exists promoted by out of school and lunchtime interaction. The teacher supports good behaviour management across the school and attends to behaviour outside of school lesson times. The teacher acts as a support to less experienced colleagues.  Clear routines and rules for behavior in classrooms, take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy	Behaviour is exemplary and an excellent relationship exists promoted by out of school and lunchtime interaction. The teacher supports good behaviour management across the school and attends to behaviour outside of school lesson times. The teacher acts as a support to less experienced colleagues at Stage 1 Step 5 of the Behaviour Policy.  Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.  Clear routines and rules for behavior in	Behaviour is exemplary and an excellent relationship exists promoted by out of school and lunchtime interaction. The teacher supports good behaviour management across the school and attends to behaviour outside of school lesson times. The teacher acts as a support to less experienced colleagues at Stage 1 Step 5 of the Behaviour Policy.  Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.  Clear routines and rules for behavior in classrooms, take

					classrooms, take responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy	responsibility for promoting good and courteous behavior both in classrooms and around the school in accordance with the schools behavior policy
<b>Attendance</b>	Pupils achieve good standards of attendance - 95% Punctuality is above average.	Pupils achieve higher than national standards of attendance - 96% Punctuality is good	Pupils achieve higher than national standards of attendance - 97% Punctuality is very good	Pupils achieve exemplary standards of attendance - 98% Punctuality is excellent. There is regular communication with colleagues to improve attendance.	Pupils achieve exemplary standards of attendance - 98% Punctuality is excellent. There is regular communication with colleagues to improve attendance.	Pupils achieve exemplary standards of attendance - 98% Punctuality is excellent. There is regular communication with colleagues to improve attendance.
<b>Wider Professional responsibilities</b>	<p>Make a positive contribution to the wider life and ethos of the school.</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively.</p> <p>Develop effective professional relationships with colleagues.</p>	<p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively</p> <p>Develop effective professional relationships with colleagues.</p>	<p>Acquire a Quality Mark or work to similar standards for own subject.</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively</p> <p>Develop effective professional relationships with colleagues.</p>	<p>Acquire a Quality Mark or work to similar standards for own subject.</p> <p>Link with wider community and other schools in the area.</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively</p> <p>Develop effective professional relationships with colleagues.</p>	<p>Acquire a Quality Mark or work to similar standards for own subject.</p> <p>Link with wider community and other schools in the area to enhance subject.</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively</p> <p>Develop effective professional relationships with colleagues.</p>	<p>Acquire a Quality Mark or work to similar standards for own subject.</p> <p>Link with wider community and other schools in the area to enhance subject.</p> <p>Take a major role in other local networks in developing subject.</p> <p>Make a positive contribution to the wider life and ethos of the school</p> <p>Communicate effectively with parents with regard to pupils achievements and well-being.</p> <p>Deploy support staff effectively</p> <p>Develop effective professional relationships with colleagues.</p>

### Exceptions to Expectations for Attainment and Progress

There are occasions when these expectations will be affected by changes in the pupil characteristics of a teacher's class e.g. the sudden arrival of a number of pupils or low attendance. Pupils with SEND, will also affect pupil outcomes and overall attainment. The teacher needs to make a sound, informed case for an adjustment to the above expectations where significant groups affect these criteria.

At Meadow Park, where many children start school below national expectation, we recognise that narrowing the gap is not possible with every child; a case will be made by each individual subject leader. The schools ultimate goal is for pupils to leave our school above national expectation

## Personal and Professional Conduct

<b>Safeguarding</b>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies and have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies and have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>	<p>Know how to identify and support children whose progress, development or well-being is affected by difficulties in their personal circumstances having regard to legal requirements and school policies and have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position</p>
<b>School Policies and Practices</b>	<p>Implements policies, provides appropriate learning environment.</p> <p>Upholds standards and dress codes.</p>	<p>Implements policies, provides appropriate learning environment. Upholds standards and dress codes.</p>	<p>Implements policies, provides appropriate learning environment.</p> <p>Upholds standards and dress codes.</p>	<p>Implements policies, provides excellent learning environment.</p> <p>Upholds standards and dress codes.</p> <p>Embeds and develops policies and practices across the school.</p>	<p>Implements policies, provides excellent learning environment.</p> <p>Upholds standards and dress codes.</p> <p>Embeds and develops policies and practices across the school.</p>	<p>Implements policies, provides excellent learning environment.</p> <p>Upholds standards and dress codes.</p> <p>Embeds and develops policies and practices across the school.</p>

<p><b>Professional Development</b></p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>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.</p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>Begin to support others and mentors student teachers</p> <p>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.</p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>Support colleagues and students</p> <p>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.</p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>Support colleagues and mentors NQTs. Involved in student support</p> <p>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.</p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>Support colleagues providing whole staff CPD. Continues UPS1 standards</p> <p>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.</p>	<p>Reflect on practice and seek appropriate support from colleagues, external providers and own reading.</p> <p>Support colleagues providing whole staff CPD. Continues UPS1 standards.</p> <p>Provide support beyond school. 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.</p>
<p><b>Leadership and Management</b></p>	<p>Communicate effectively with colleagues and leadership team</p> <p>Shows tolerance and respect for the rights of others</p>	<p>Communicate effectively with colleagues and leadership team.</p> <p>Begin to initiate developments</p> <p>Shows tolerance and respect for the rights of others</p>	<p>Communicate effectively with colleagues and leadership team.</p> <p>Lead on curriculum developments</p> <p>Shows tolerance and respect for the rights of others</p>	<p>Communicate effectively with colleagues and leadership team.</p> <p>Lead on curriculum developments within the school</p> <p>Shows tolerance and respect for the rights of others</p>	<p>Communicate effectively with colleagues and leadership team.</p> <p>Lead and support others on curriculum developments within the school</p> <p>Shows tolerance and respect for the rights of others</p>	<p>Communicate effectively with colleagues and leadership team.</p> <p>Lead on multiple curriculum developments within the school</p> <p>Shows tolerance and respect for the rights of others</p>

<p><b>Wider School Involvement</b></p>	<p>Attends many of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>	<p>Attends most of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>	<p>Attends majority of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>	<p>Attends all of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Organises a number of events to engage parents in pupils' learning.</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>	<p>Attends all of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Organises a number of events to engage parents in pupils' learning.</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>	<p>Attends all of the out of school activities organized by the students, other staff and governors. (where appropriate)</p> <p>Organises a number of events to engage parents in pupils' learning.</p> <p>Ensure personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.</p>
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TLR	Leadership Scale	Headteacher
<p>All of the above and lead on key areas as detailed in the job description</p>	<p>See DfE National Standards for School Leadership</p>	<p>See DfE National Standards for Headteachers</p>