

Beeches Infant School Career Stage Expectation Characteristics

Characteristics	Developing in the classroom	Developing in the classroom	Embedded in the classroom	Developing individuals e.g. ITT, NQT, collaborative subjects leader	Developing individuals e.g. ITT, NQT, collaborative subjects leader	Developing a number of others	Strategic development and leadership of others in the whole school
	NQT	M2-M3	M4-M6	UPR1-UPR2	UPR3	TLR 1/2/3	Leadership Scale
	Begin to... Develop... Establish... Contribute... Apply...	Begin to... Develop... Establish... Contribute... Apply...	Embedded... Consistently... Effectively... Highly competent...	Share expertise and knowledge ... Under direction... Lead teacher... Mentoring... Coaching...	Share expertise and knowledge ... Under direction... Lead teacher... Mentoring... Coaching...	Support/assist... Encourage... Lead... Ensure... Accountable for...	Leading and managing... Proactive... Innovative... Leading... Accountable for... Builds a collaborative learning culture for all...

Beeches Infant School Teachers Standards Career Stage Expectations

Professional Area	Relevant teacher standards	NQT	M2-3	M4-M6	UPR1-UPR2	UPR3	TLR 1/2/3	Leadership Scale
Professional Practice	Preamble, 1a, 1b, 2b, 2c, 2e, 3, 3a, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 6a, 7a, 7b, 7c, 8c, Part 2 2b, 2d	Teaching is satisfactory with some emerging good Be reflective practitioner and adapt lessons according to self evaluation	Teaching is regularly good Be reflective practitioner and adapt lessons according to self evaluation	Teaching is consistently good with some outstanding features emerging Be reflective practitioner and adapt lessons according to self evaluation	All teaching is consistently good with regular outstanding teaching evident Be reflective practitioner and adapt lessons according to self evaluation	All teaching is consistently good with regular outstanding teaching in all areas of the curriculum Be reflective practitioner and adapt lessons according to self evaluation		
Professional outcomes - Progress over time	Preamble, 1b, 2a,b,c, 5a, 6c,d	Most pupils achieve in line with school expectations.	Almost all children achieve in line with school expectations.	Almost all children achieve in line with school expectations: some exceed them.	Almost all pupils make expected progress and achieve in line with the school expectations. Many exceed them.	Almost all pupils achieve in line with school expectations: many exceed them.		
Professional relationships Pupils, parents, colleagues, outside agencies, etc.	Preamble, 1a, 6d, 7d, 8b, c, e, Part 2 1a, 1c,1d	Develop effective professional relationships with all colleagues. Seek advice as needed.	Secure relationships are focused on improving provision for pupils.	Professional relationships with pupils, colleagues and staff lead to very good learning ethos.	Plays a proactive role in building phase teams to improve provision and outcomes.	Plays a proactive role in building school wide teams to improve provision and outcomes.		
Professional development - own and others	Preamble, 2d, e, 3a, b, d, e, 4e, 5b, c, d, 6a, 8d Part 2 a and c	Able with support to identify key professional development needs and respond to advice and feedback.	Takes a proactive role in accessing support and professional development from colleagues.	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly.	Plays a proactive role in leading the professional development of phase colleagues.	Plays a proactive role in leading the professional development of colleagues across the school.		
Professional conduct	Preamble, 1c, 7a, 8a, Part 2 - all	Meets all standards	Meets all standards	Meets all standards	Meets all standards			

Contribute to a subject area