

Draft

Activating the Professional Standards

2008

Introduction

The document has been produced with the support of a Training and Development Agency Grant; the programme leader was Hilary Francis TDA and the document has been compiled by Carolyn Gibbs CPD Adviser, with Teresa Robinson, Educational Consultant and Graham Arlidge Advanced Skills Teacher. The guidance sets the Teachers' Professional Standards 2007.

We wish to acknowledge the sources that are included in the reference section at the end of the document and the websites indicated throughout the document.

- This document contains prompts to guide your thinking and is not a definitive list of suggestions
- It sets out to map progression within the standards in more detail
- It can be used as preparation by reviewer or reviewee
- It focuses on criteria for effective CPD as indicated by current research and materials included in reference section
- These prompts can be personalised to your school, locality or partnership area
- You can add your specific CPD programmes e.g. teaching & learning group, coaching group
- Some examples of CPD could be used to contribute towards accreditation opportunities with local universities
- It suggests ways to enable teachers to accumulate evidence against standards for career progression and performance management
- The information can guide the development of an individual training plan
- Although some reference documents are addressed to one phase the ideas and materials can be translated into other phases e.g. Pedagogy and Practice and Excellence and Enjoyment.

The document is set out as follows across the columns

Column 1 Teachers' Professional Standards.

Column 2 Objectives-these are sample objectives related to the professional standard and could be used for performance management.

Column 3 Performance criteria-these are sample performance criteria that could relate to the standards; those for threshold have been drawn from George Abbott UPS document developed by Teresa Robinson and the West Sussex Performance Management Tool.

Column 4 Activities-these are a sample of the activities that could be planned to address the objectives to meet the standard; most of these are embedded in the day to day work of teachers are therefore cost effective and achievable.

Column 5 Learning-this suggests the learning that the teacher might acquire as a result of the activities and associated reflection and discussion.

Column 6 References-we have included known references for easily available materials but you may have a wealth of other opportunities to add.

The process

Reviewer and reviewee could usefully follow this process

Collate data about practice

Teacher self reviews using data

Identifies which elements of the standards are strengths and which are areas for development, including those identified by looking ahead to future P, E and A standards

Set objectives against these standards taking ideas from prompts if appropriate

Plan CPD for areas of development using references to develop school based opportunities &/or local, regional, national provision and suggested activities

Build in means of assessing impact of learning to achieve success criteria and acquire learning suggested

The term learners, has been used wherever it appears to make sense, but the terms student, young people, children and pupil have also been used. All terms refer to those taught by teachers governed by these professional standards.

PROFESSIONAL STANDARDS Steps of progression

Professional Attributes						
		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
C1	Have high expectations of children & young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	To set learning goals and write plans for learners that recognize and address intellectual, social, emotional and physical development. To celebrate individual achievements made in or out of school. To engage positively and respectfully with all members of school community.	Learner achievements are recognized & celebrated. Communications with adults & pupils are solution focused & respectful. Uses a variety of techniques and strategies to develop learners' confidence. Treat learners with respect. Engages and motivate people with positive attitudes.	To develop community & parent/carer communications to find out more about breadth of learner achievements; plan for wider achievement. To learn about child development and factors affecting development. To know about learning styles, multiple intelligences. To know how to recognize gifted and talented pupils. Plan for extended learning above national/local expectations.	To know about behaviour management techniques, be able to implement; to be able to apply problem-solving skills; to know how to recognize gifted & exceptional pupil achievement.	Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning p42, 46, 50, 54 & Creating a Learning Culture: conditions for learning.
C2	Hold positive values and attitudes and adopt high standards of behaviour in their professional role, adopt high standards of professional behaviour	To support development of positive relationships in communications in and out of classroom.	Treats learners in ways that promote positive self-image. Acts in accordance with school values, expectations and policies.	To learn about cultural factors affecting attitudes. To learn about barriers to learning. Undertakes self-evaluation using professional standards and other appropriate tools. Organise peer and line manager observation on chose area of focus. Explain school values & relate to school, national education Social and cultural practices. Explain & conduct session about rights of others and responsibilities to treat	Feel more informed about barriers to learning. Feel confident about articulating views & perspectives on values & rights & responsibilities.	www.blueskyeducation.co.uk (e portfolio-review section) www.tda.gov.uk/standards Values Education Oxford CC 2002.

Professional Attributes

		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
				one another with consideration.		
C3	Maintain up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those to promote equality of opportunity.	To know about policies affecting their work & legislation about rights of children. To be clear about professional expectations.	Knows & implements all school policies; Fulfills all contractual duties. Confident in describing and implementing policies.	Familiarises self with policies & seeks guidance about implementation from school leaders. Self evaluate against use of policies.	Identifies & addresses areas of need in terms of implementing school polices e.g. health & safety, school visits.	www.tda.gov.uk/teachers/professionalstandards.aspx
P1	Contribute significantly, where appropriate to implementing workplace policies and practices and to promote collective responsibility for their implementation.	To reviews own progress and strengths and plan CPD with reviewer/CPD leader to address school priorities.	UPS 1 Takes responsibility for his/her own professional development and duties in relation to school policies and practice.	Gather evidence and consult on the implementation of a school policy. Report to SLT. Provide information & feedback to colleagues.	Evidence gathering skills; communications skills to persuade and influence.	www.blueskyeducation.co.uk LA websites. Leading improvement using the Primary Framework 2007.
		To undertake a policy/practice review across the school in area of responsibility & make recommendations for development. Contribute to strand of improvement plan or SEF.	UPS 2 Has developed their strategic role in reviewing/developing a workplace practice/policy.	Review a policy/practice & support colleagues in implementing revisions & developments. Observe practice; make accurate judgements & feedback to colleagues about policy implementation.	Coaching, adult learning & dealing with change. Policy specific knowledge & skills.	www.visionforlearning.co.uk coaching information KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.

Professional Attributes

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		To show impact of reviewing & developing a school policy or practice.	UPS 3 Can demonstrate effective implementation of workplace policy/practice.	Review, develop & measure impact of policy developments accessing appropriate resources & report to SLT/ governors. Observe practice; make accurate judgements & feedback to colleagues about impact & improvements needs. Plan & support colleagues in improvements.	Budget planning, reporting to range of audiences, analysis of data, how to provide feedback to a range of colleagues.	http://www.tda.gov.uk/leaders/schoolimprovement_framework.k.aspx
E1	Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.	To be prepared to work with and share work with a cluster or department throughout the year in order to improve pupil performance.	Sustained demonstration of leading aspects of policy and practice e.g. early years, emotional development, behaviour management within school or department.	Writing improvement plan to develop practice and policy in a chosen area of expertise. Support colleague in implementation.	Learning to work with people to motivate and engage in a planned development in own school or department context.	http://www.rip.org.uk search teams. http://www.tda.gov.uk/leaders/schoolimprovement_framework.k.aspx
A1	Be willing to take a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces.	To work with a department or cluster on a project throughout the year in order to improve pupil performance.	Prepared to share policy and practice e.g. early years, emotional development, behaviour management with other departments or schools, cluster, network or partnership.	Writing improvement plan to develop practice and policy in a chosen area of expertise, outside own school or department. Support others in implementation.	Learning to work with unfamiliar people to motivate and engage in a planned development.	NCSL Tomorrows Leaders Today, Leading from the Middle www.teachernet.gov.uk/professionaldevelopment/ast http://www.schoolsnetwork.org.uk/leadership/leadershipprogrammes/default.aspx?token http://www.tda.gov.uk/leaders/schoolimprovement_framework.k.aspx Pedagogy a& Practice: teaching & learning in Secondary Schools: Leadership Guide.
C4 a, b & c	Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and	To acquire skills in communicating with different groups involving clarity, empathy. Use different strategies of communication, information & form appropriate to audience & take account of	Gives clear instructions, ask effective questions & listens to responses to identify learning needs. Parent/carer clear about own child's attainment & progress. Feedback about parents' consultation events is	Write clear and informative reports to parents. Allocate time outside lessons to become acquainted with learners not in own teaching responsibilities. Seek their views and report to	Dealing with conflict, diffusing anger. Learning about legal requirements & reporting. Learning that perceptions & expectations vary according to history, culture.	Primary National strategy Introduction to AFL: Designing learning opportunities Section 2-6 & Creating a Learning Culture Google website for schools-Bring the World into the classroom

Professional Attributes

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	well-being. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.	culture, context and linguistic differences. Provide relevant & concise information about progress, development & wellbeing.	positive. Teacher listens to parents/carers & colleagues in a respectful manner.	senior leaders as relevant. Plan parent interviews; be familiar with family/pupil data; produce up to date record on pupil progress intellectual/social/emotional/physical. Develop facilitation skills. Plan meetings involving personnel across school & beyond. Meet parents on request.	To listen & seek to understand rather than offer immediate solutions.	http://www.google.co.uk/schols/index.html http://www.parentscentre.gov.uk/educationandlearning/
C5	Recognize and respect the contributions that colleagues, parents and carers can make to the development and well being of children and young people, and to raising their levels of attainment.	Seek opportunities to communicate with parents in & out of the classroom & establish relationships with them, which encourage discussions about communication issues in relation to learners.	Teacher contacts parents when appropriate to resolve issues, seek information.	Choose form of communication on a relevant issue, follow up & obtain feedback. Plan details of sequence of question for chosen lesson. Record & analyse responses to explore misunderstandings and plan for next steps in learning.	Coaching & mentoring to communicate clear outcomes; analysis of data and what it reveals. Analysis of more complex data; identification of trends across school.	www.visionforlearning.co.uk www.curee.org.uk (See coaching & mentoring) www.teachernet.gov.uk/management/tools/schoolsdataportal KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.
C6	Have commitment to collaboration and cooperative working where appropriate.	To participate in project to address ECM & improve teaching and learning with range of colleagues.	Successful in working with groups of colleagues in & out of school.	Implement working protocols & engage in team teaching; work with specialist teachers for learners with SEN/disabilities. Work on project to implement ECM within or beyond school. Develop understanding of a range of agencies in & out of school, find out when & how to seek advice & support. Set up a discussion with senior colleague on identified focus.	Can appreciate others perspective & knowledge & experience and how these combine to find better solutions.	http://www.rip.org.uk Search teams.
C7	Evaluate their performance and be committed to improving	To evaluate practice for example sequences of teaching or programmes	Evidence of identifying areas of potential development for self and	Take part of an action learning set or action research group within	Know how to gather and synthesise evidence data.	www.blueskyeducation.co.uk www.gtce.org.uk

Professional Attributes

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	their practice through appropriate professional development.	and identify key points to trial and evaluate over a specific period of time.	trialling and evaluating for impact; learning has been shared with colleagues.	school or department, or locality cluster; to access national websites and discussion fora; self review against standards, identify next steps in own learning, discuss with line manager. Be able to suggest ways to achieve. Examine aspect of student work, reflect on & anticipate outcomes & variation in performance. Participate in research Lesson Study with focus on student learning with colleagues. Maintain professional development portfolio e.g using Blue e portfolio. Engage in M level accreditation. Watch & review a teachers TV session. Keep a journal, review & identify themes & action points.	Awareness that learning is embedded in context of work. To be aware of own strengths as a learner.	www.wsgfl.westsussex.gov.uk/cpd -See accreditation pages www.teachers.tv/index.jsp Pedagogy & Practice Units & Primary National Strategy Excellence & Enjoyment. Leading Improvement using the Primary Framework 2007 Section 2.
C8	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.	To investigate an aspect of professional interest or need. To share learning with colleagues. To know about learning from a local or national project or strategy and plan how this can be integrated into current practice.	Has an awareness of innovation projects and has tried out some ideas.	Seek evidence from sources such as relevant research & practice from colleagues & others. Critically evaluate a new idea from research or dissemination or national guidance. Listen to colleagues' ideas & try out, & discuss benefits & issues.	Know how to make balanced judgements about own and others projects.	Evaluating innovation www.innovation-unit.co.uk Creativity Find it Promote it QCA 2005 http://www.futurelab.org.uk/ http://www.creative-partnerships.com/
C9	Act upon advice & feedback and be open to coaching and mentoring.	To plan ways to address feedback from line manager or observer, to discuss and agree alternative approaches.	Evidence of trialing and evaluation of alternative approaches in response to feedback; evidence of impact required.	To engage in peer review; to belong to local focus group; to know about own learning styles & working patterns.	To be able to articulate learning to colleagues & plan review & evaluate specific issues identifying impact.	Creativity Find it Promote it QCA 2005 http://www.creative-partnerships.com/

Professional Attributes

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E2	Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.	<p>To draw on range of research evidence to inform investigation into practice.</p> <p>To be able to set up an action research activity for and with colleagues;</p> <p>To plan, implement, evaluate and identify impact.</p> <p>To coach colleagues in undertaking investigations and identifying impact.</p> <p>To synthesise evidence to inform school, locality cluster policy and strategies.</p>	<p>There is an active engagement in evidence based learning in school, department, and locality cluster.</p> <p>Is knowledgeable about structuring enquiries and aware of national and local research.</p>	<p>Coordinating school, local and national research information for easy access for colleagues.</p> <p>Know about CPD opportunities and identify work-based opportunities for development.</p> <p>Help colleagues plan for career progression.</p> <p>Leading action learning groups; facilitating dissemination of learning across school, departments, locality clusters; problem solving and/or project management skills; support colleagues in accrediting learning.</p> <p>Join international professional development group.</p>	<p>Skills in facilitation, evidence gathering and analysis; knowing different ways to plan innovation projects.</p> <p>Knowledge of different career routes, national and local opportunities.</p>	<p>Pedagogy and Practice: Teaching & learning in Secondary Schools Units 1-17</p> <p>www.standards.dfes.gov.uk/personalisedlearning/</p> <p>Opening Minds</p> <p>www.rsa.org.uk</p> <p>http://www.innovation-unit.co.uk/</p> <p>http://www.futurelab.org.uk/</p>

Professional Knowledge and understanding						
		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
C10	Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.	To identify the greatest challenges to behaviour management in a class. To observe other teachers with the same students and trial the alternative approaches witnessed. To learn about national strategy requirements.	Tries out new approaches and ideas to address challenges in behaviour management. Student voice evaluation forms reflect improvement in standards of behaviour.	Work with a small group of teachers in order to trial new approaches. Explore chosen focus for a lesson or series of lessons by: participation in Research Lesson Study; Self reflection; Peer observations; Observation of leading teachers. Professional dialogue, Keeping a journal, Research developments in own subject area.	Constructive criticism of own behaviour management practices. Ability to identify & develop teaching.	Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning & Creating a learning Culture. Leading Improvement using the Primary Framework 2007 Section2 Lesson Study Pedagogy & Practice: teaching & learning in Secondary Schools. www.tes.co.uk/resources/home.aspx http://wsqfl.westsussex.gov.uk/cpd Website for new NC. Professional associations plus their websites and journals. Primary Framework-CPD. www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.standards.dfes.gov.uk/personalisedlearning/

Professional Knowledge and understanding

		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
P2	Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning, behaviour management strategies, including how to personalize learning to provide opportunities for learners to achieve their potential.	To extend repertoire of teaching & learning & behaviour management strategies to improve learner progress.	UPS1 Effectively uses a range of teaching, learning and behaviour management strategies. Sets realistic but appropriately challenging targets for all pupils they teach.	Research teaching, learning and behaviour management strategies through professional publications. To provide regular periods of reflection for learners in order to set SMART targets.	The teacher will have acquired skills in trialling & evaluating innovation & be able to anticipate those projects worth pursuing.	Primary National Strategy Leading teacher Programme. Pedagogy and Practice: teaching & learning in Secondary Schools. Programmes for leaders in behaviour & attendance.
		To analyse needs of learners & select appropriate strategies to improve progress.	UPS2 Effectively uses a range of teaching, learning and behaviour management strategies. Has the capacity to analyse the learning needs of a wide range of pupils and to develop systems that provide positive and targeted support.	To set learners SMART targets and provide support as necessary.	The teacher will have acquired skills in trialling & evaluating innovation & be able to anticipate those projects worth pursuing in order to meet learners' needs.	http://www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/ Creativity Find it Promote it QCA 2005. http://www.creative-partnerships.com/
		To be a role model to a colleague in terms of the repertoire of strategies used to improve learners' progress.	UPS3 Demonstrates consistently high expectations and plans a teaching programme that enables all pupils to meet or exceed their learning targets.	Ensure regular assessment of learners' attainment in order to identify SMART targets for each learner. Lesson objectives are clearly dictated by knowing where students are in the learning process, recognising where they are able to get to and identifying how they can get there.	To have learned to take appropriate risks & trial innovative practice through well designed procedures anticipating & avoiding pitfalls.	http://www.behaviour4learning.ac.uk/ViewArticle2.aspx?anchorId=10073&selectedId=0&contentId=10538 http://www.standards.dfes.gov.uk/personalisedlearning/ Excellence & Enjoyment Primary National Strategy Creating a Learning Culture. www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/
E3	Have critical understanding of the most effective teaching, learning and behaviour management strategies, including how to	To become an expert across the school in planning learning for specific groups of learners e.g. G & T, SEN, EAL.	Become a recognized expert in teaching and learning or behaviour management strategies by encouraging other colleagues to observe	Research NLP (Neuro-Linguistic Programming) in order to interact more effectively with learners. Continue active research, trialling, evaluating and	Through comprehensive up to date research the teacher has developed a variety of the most effective teaching, learning and behaviour	Wsgfl search EAL. Pedagogy and Practice: teaching & learning in Secondary Schools-all units.

Professional Knowledge and understanding

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		personalize learning to provide opportunities for all learners to achieve their potential.	your lessons. To ensure that lesson objectives are differentiated through the use of must, should, could, and that all learners have long, medium and short term SMART targets.	sharing innovative practice.	strategies, which ensure that all learners meet their learning targets and most exceed their learning targets.	Behaviour4learning. Leading Improvement using the Primary Framework 2007 Section2 Lesson Study. http://www.teachernet.gov.uk/wholeschool/sen/
C11	Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.	To know national & local assessment arrangement in own & associated subjects.	Use subject knowledge to make accurate judgements of learner levels of attainment. Can use formative & summative assessments & plan next steps.	To read or set up discussion with colleagues to learn about assessment arrangement in own & associated subjects. To work with colleagues on moderation across range of pupil work.	To feel confident about implementing local & national assessment arrangements & make accurate judgements.	National Strategies-Tracking for Success in English, Tracking for Success in Maths. Pedagogy & Practice: teaching & Learning in Secondary Schools Unit 12 Assessment for Learning. Excellence & Enjoyment, Primary National Strategy. Planning & Assessing for Learning Section 2-4 Planning & Assessment. www.naa.org.uk www.qca.org.uk http://www.standards.dfes.gov.uk/secondary/keystage3/ http://www.standards.dfes.gov.uk/primaryframework/assessment/app/
C12	Know a range of approaches to assessment, including the importance of formative assessment.	To be able to use different ways to assess learners' progress.	Uses range of approaches to formative & summative assessment, which reveal accurate information, and out learners' progress.	Use questioning, testing, peer observation, marking & self-assessment to make judgements about learners' progress.	To have developed a repertoire of assessment techniques.	National Strategies-Tracking for Success in English, Tracking for Success in Maths. Pedagogy & Practice: teaching & Learning in Secondary Schools Unit 12 Assessment for Learning. Excellence & Enjoyment, Primary National Strategy Planning & Assessing for

Professional Knowledge and understanding						
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						learning Section 2. http://www.standards.dfes.gov.uk/secondary/keystage3/ http://www.standards.dfes.gov.uk/primaryframework/assessment/app/
C13	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	To find out what statistical information is available in school. To research how colleagues use this and adapt practice in order to improve the way learner progress is monitored. To raise levels of pupil attainment as a result.	Demonstrate the use of statistical data to reflect on learners' current attainment and advise on areas for improvement. For example, set SMART targets following the discussion of chances graphs with learners. Make accurate judgements.	Meet with the school data manager to research the statistical information available. Professional dialogue with colleagues to discuss how they use statistical data. Use of statistical data with learners to identify areas for development. Discuss how data analysis can be used to plan a sequence of lessons based on evidence to address progress of learners. Plan & participate in self & peer assessment opportunities; compare within school or across locality schools or departments & with national data. Use evidence to change future plans for teaching & learning.	Can analyse complex data. Can communicate data analysis with learners.	https://www.raiseonline.org/login.aspx National Strategies-Tracking for Success in English, Tracking for Success in Maths. Pedagogy & Practice: teaching & Learning in Secondary Schools Unit 12 Assessment for Learning.
C14	Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for	To use spreadsheet to identify learner profiles & inform planning. To provide developmental feedback & identify targets for learners.	Can set up & use spreadsheets to analyse learner/class progress.	To learn how to set up a spreadsheet & use. To learn how to analyse data. To be able to interpret data. To use as a basis for planning.	Feels confident in analyzing & using data.	http://movies.atomiclearning.com/uk/home Tutorials on using programs. National Strategies-Tracking for Success in English, Tracking for Success in Maths. Pedagogy & Practice: teaching & Learning in Secondary Schools Unit 12 Assessment for

Professional Knowledge and understanding						
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	improvement.					Learning.
P3	P3 Have extensive and well informed understanding of assessment requirements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	To develop full understanding of national assessment s across two key stages, e.g. foundation/KS1, KS1/2. To embed AFL into plans & schemes of work.	UPS 1 Demonstrates knowledge and understanding of use of school assessment data and pupil information to support planning.	To find out about assessment requirements in own & related subjects. To undertake shared moderation of work with colleagues.	Confidence in ability to oversee national assessments & support colleagues.	Exam board websites.
		Use & develop question level analysis tool. To develop system for collating observations & evidence e.g. for Foundation stage assessment.	UPS 2 AfL integral to teacher's practice ensuring effective individual judgements of most learners' performance and grades.	Collect range of pupil evidence from observation, interview & written tasks to meet assessment requirements. Complete spreadsheet for question level analysis of mock examination or class based assessments. Analyse the data in order to group learners appropriately, so that each group can focus on specific areas of the curriculum. Review the effectiveness of this process through, observation, pupil voice & questioning and further assessment.	Confident in analysis of examination board feedback, can support & guide colleagues. Has full understanding of formative assessment systems, can apply & support colleagues in their use.	Exam board websites.
		Set challenging levels of performance for all learners as a result of thorough analysis of pupil attainment.	UPS 3 AfL integral to teacher's practice ensuring challenging individual targets. Makes accurate judgements of learners' performance and grades.	To understand in depth analysis of pupil attainment, set challenging targets & plan to achieve.	Record & analyse a range of criteria & know how to plan to help pupils achieve challenging targets.	Exam board website.
P4	P4 Have up to date knowledge and understanding of different types of qualifications and specification and their	To research the different types of qualification and consider their suitability for learners.	UPS1 Understand different types of qualifications for their subject and this knowledge is reflected in their planning.	Research qualifications & specifications.	Thorough knowledge of courses & suitability to learners' needs.	Exam boards, national strategies, new NC, QCA.

Professional Knowledge and understanding						
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	suitability for meeting learner' needs.	To plan activities & assess to enable all learners to complete curriculum & syllabus requirements successfully.	UPS2 Teaching and assessment activities are effective in helping identify and meet curriculum/syllabus requirements.	Sort & match to learner need.	Thorough knowledge of courses & suitability to learners' needs.	Exam boards, national strategies, new NC, QCA.
		To analyse course requirements & learner strengths & advise learners & colleagues on appropriate courses, curricula & syllabi.	UPS3 Teaching and assessment activities are highly effective in helping identify and meet curriculum/syllabus requirements.	Analyse results in terms of course choices.	Thorough knowledge of courses & suitability to learners' needs.	Exam boards, national strategies, new NC, QCA.
E4	Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.	To share knowledge & expertise of tracking pupil progress & analyzing data.	Departments/school have improved student achievement because of improved pupil tracking & data analysis.	Fine tuning of pupil tracking system in department/school. INSET delivered on pupil tracking system. Coaching and mentoring to embed practice effectively. Attend course on coaching/mentoring. Watch Teachers' TV programme on data analysis.	To have expert assessment & data analysis skills.	www.curee.org.uk Pedagogy & Practice http://www.ofsted.gov.uk/portal/site/Internet/menuitem.eace3f09a603f6d9c3172a8a08c08a0c/?vgnnextoid=40e62a252b7fc010VgnVCM1000003507640aR CRD KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.
C15	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/ curriculum areas can make to cross-curricular learning; and recent relevant developments.	Plan for learning programmes within responsibilities to meet local and national requirements. Plan sequences of learning linking with other subject areas. To develop secure conceptual understanding of pupils in areas of responsibility.	Construct agreed plans as per school requirement addressing differentiation. Diversity and cross curricular links.	Engage with colleagues with different subject responsibilities, expertise to identify effective cross curricular links. Plan lessons & identify resource needs. Work with colleagues in own school, department on developing creativity opportunities within the curriculum. Contribute ideas to new policies & implement policies in own teaching.	To know subject specific skills and disciplines and progression; to understand where connections in learning can be made.	PNS Excellence & Enjoyment Professional Development materials 'Understanding how learning develops' & Creating a Learning Culture Section 2-2 making cross curricular links, 1-1 Pedagogy. National Strategy 2008 CPD programme. Exam board websites. Subject association conferences & websites. KS3 National Strategy materials for Foundation

Professional Knowledge and understanding						
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				Identify key concepts and address in depth through range of learning situations. Research internet, professional journals, SST & LA information to inform planning.		Subjects 2002. http://www.qca.org.uk/qca_104.aspx http://www.ncsl.org.uk/curriculum-reform-11-19-new-secondary-curriculum-support-programme www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/ http://www.creative-partnerships.com/ http://www.musicalfutures.org.uk/teachers_pack_inner_comparative.html Primary Framework 2007 CPD Literacy & Maths http://www.standards.dfes.gov.uk/primaryframework/ Leading Improvement using the Primary Framework 2007 Section2.
C16	Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.	To understand the meaning of a broad and balanced curriculum.	Reference plans to national frameworks and be able to explain how plans and teaching address these requirements.	Shadow, observe a more experienced colleague. Read and discuss school's teaching and learning policy. Explore QCA website. Engage in subject association activities and identify points for development in own practice. Participate with colleagues in reviewing and discussing national	To be familiar with curricula & national frameworks & strategies & be able to interpret into practice to meet needs of learners.	http://www.musicalfutures.org.uk/teachers_pack_inner_comparative.html National Curriculum guidance. KS3 National Strategy materials for Foundation Subjects 2002. KS3 National Strategy materials for Foundation Subjects 2002.

Professional Knowledge and understanding						
		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
				guidance, identifying specific areas of focus to develop further in practice.		www.standards.Dfes.gov.uk/cpd Primary Framework 2007 CPD Maths & Literacy.
P5	Have more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.	To be aware of the metacognitive processes skills in learning.	UPS 1 Demonstrates the following in their teaching: -misconceptions anticipated and addressed in planning and teaching, connections emphasized and cross curricular links identified.	Plan steps towards higher order thinking within concepts referring to Blooms taxonomy or similar framework. Identify questions within planning to develop higher order thinking skills. Identify significant points for challenge and clarification of conceptual understanding. Plan sequences of lessons that develop key concepts addressing appropriate links in subject disciplines, but showing.	Knowledge of potential areas of confusion and how to plan to address.	National Strategy Leading teacher Programme. www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/ Leading Improvement using the Primary Framework 2007 Section2.
		To use frameworks for developing metacognition in all lessons.	UPS 2 Demonstrates clear structures for lessons maintaining pace, motivation and challenge.	As above but ensuring challenge and engagement of all pupils; supporting and developing pupils' understanding of metacognition.	Possess range of knowledge & skills in how to challenge & motivate learners.	
		To engage pupils in an understanding of metacognition, so they can use frameworks in own learning and in interactions with other pupils.	UPS 3 Demonstrates clear structures for lessons maintaining pace, motivation and challenge. Considered as a role model of UPS 3 learning and teaching in subject area.	To teach pupils to construct own questions to develop learning.	To have confidence in knowledge of how learners learn & to have skills in sharing with & supporting colleagues.	
E5	Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related	To work with colleagues from other schools or departments to identify commonalities in skills and concepts across the	To share knowledge with department or school colleagues.	Engagement in planning RSA, Creative curriculum or other innovation. Contribution to local dissemination events or	Knowledge of range of innovations & be able to support colleagues in reviewing & implementing.	Local subject leader network meetings. www.rsa.org.uk

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
	pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.	curriculum.		professional development programmes. Attend subject leader network meetings and/or professional association events and plan key actions arising.		http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/ Leading Improvement using the Primary Framework 2007 Section 2.
C17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	To identify relevant aspects of the curriculum to address using ICT. To ensure that planning for application or literacy or writing is concurrent with pupil performance in those subjects.	Literacy, numeracy and ICT are embedded in subjects at appropriate level of challenge and in meaningful ways.	To develop skills in use of resources or software, internet, IWB, digital cameras, scanners, printers, DVD, video to address identified aspects. To learn about genres of writing. To learn about data collection and analysis in the curriculum. To investigate KS 3 and primary curriculum planning guidance.	Greater confidence in the appropriate use of literacy, numeracy and ICT in their subject (s).	Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning P26-29, 58, 64-72, Section 3. p.73. PNS Key Aspects of Learning Across curriculum Section 3. Pedagogy & Practice: Teaching & Learning in Secondary schools: Unit 13 Developing Reading, Unit 14-Developing writing, Unit 15-Using ICT to develop learning. Leading Improvement using the Primary Framework 2007 CPD. www.standards.dfes/cpd
C18	Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	To know key milestones in child development. To be able to identify social, religious, ethnic, cultural and linguistic barriers.	Is sensitive to & respects learners' heritage faith, culture & personal circumstances.	Attend child development training or study programme. To learn about signs and indicators of potential lack of progress-discussion with Senco. To meet with colleagues from different context and compare groups of pupils, attitudes, motivation and progress. Meet with parents/carers	Normal parameters of development. Knowledge of diversity issues.	Primary National Strategy Excellence & Enjoyment Creating a Learning Culture: Conditions for learning. Leading Improvement using the Primary Framework 2007 Section2.

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
				to seek out further information to enable pupils to achieve well.		
C19	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	To be aware of the range of needs and interests of pupils & plan to meet in the classes they teach.	Curriculum is personalised for the classes they teach. Teacher ensures equality is promoted & learners encouraged to participate in learning & have opportunities to be included.	<p>Poll of classes' interests; support pupils in sharing interests and skill to class.</p> <p>Develop modules of work arising from pupil interest.</p> <p>Identify areas of learning and draw from community or parent/carer knowledge to contribute to planning and teaching.</p> <p>Draw up PDPs, IEPs for specific pupils.</p> <p>Attend training sessions about e.g. dyslexia, ADHD and use to plan for specific pupils.</p> <p>To seek opportunities to implement individual plans to address school expectations as appropriate e.g. homework.</p> <p>Plan for ability range in lessons.</p> <p>Plan for deployment of other adults to support learning.</p>	How learning can be personalised and enriched by using pupil and community knowledge as a basis for planning. How to plan for pupils with specific needs.	<p>Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning. P42, Managing Feelings.</p> <p>& Creating a Learning Culture: Classroom, Community, collaboration & Personalised Learning & Conditions for Learning.</p> <p>Creativity Find it Promote it QCA 2005.</p> <p>http://www.creative-partnerships.com/</p> <p>Pedagogy & Practice: teaching & learning in Secondary Schools Unit 3 Lesson design for low attainers, Unit 11- Active Engagement, Unit 17- Developing Effective Learners.</p>
C20	Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well being of children	To seek guidance from colleagues in planning for individuals.	To have sought guidance and implemented to address individual need.	<p>To find out who can offer advice for areas of pupil need, both in and out of school to be aware of their responsibilities, their resources and when they are available.</p> <p>To develop an awareness of confidentiality & information sharing when should be shared & action to take.</p>	That provision is a team effort.	http://www.ncsl.org.uk/programmes-index/matd-index.htm

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
	and young people.			Plan IEPS, PDPS. Consult with Senco, learning mentor, TA to meet needs of learners.		
C21	Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.	To take action when appropriate for individuals.	All SEN/disability and safeguarding issues are drawn to attention of responsible person in a timely manner.	Shadow colleague who is dealing with an issue. Read school policies and flow charts outlining processes. Read local safeguarding documentation and discuss with relevant colleague. Attend training.	To be confident in knowing how to act and when.	http://www.ncsl.org.uk/programmes-index/matd-index.htm
E6	Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.	To become an expert in an area concerning equality, inclusion or diversity.	To provide leadership in area of expertise.	To provide coaching or Inset for colleagues. To extend knowledge in area of focus through training, research, or national networks. To develop, implement & evaluate policy.	To have confidence & understanding to provide leadership in area of expertise.	Primary National Strategies- Excellence & Enjoyment- Learning & teaching for bilingual children in the primary years. http://www.nace.co.uk/ http://www.londonqt.org/ http://www.standards.dfes.gov.uk/ethnicminorities/ http://wsqfl.westsussex.gov.uk/ccm/navigation/curriculum/whole-school-issues---resources/inclusion--equalities--sen--idd---aen/support-teams-and-services/ethnic-minority-achievement-team--emat-/
C22	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well being of children and young people.	To familiarise self with policies & guidance.	ECM agenda fully understood Children's & Young People's safeguarding maintained.	Undertake a known risk assessment for a trip / report accidents accurately/ plan offsite trip using DCSF guidance & H & S legislation. Refer to H & S legislation in planning teaching resources.	Knowledge of school Health / Safety /Offsite activities / ECM agenda.	http://wsqfl.westsussex.gov.uk/ccm/navigation/school-office/plans-policies---procedures/child-protection/ http://wsqfl.westsussex.gov.uk/ccm/navigation/leadership/common-assessment-framework--caf-/ http://www.savethechildren.org

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
						g.uk/ http://www.ncb.org.uk/ NCSL leadership Direct-online tutorial http://lmscontent.ncsl.org.uk/ECM/flash.cfm http://www.qca.org.uk/qca_15299.aspx
C23	Know the local arrangements concerning the safeguarding of children and young people.	To find & become familiar with the local safeguarding arrangements.	Know own role in safeguarding procedures & policies.	Take part in a case conference under supervision. Undertake required training. Discuss with nominated colleague for safeguarding.	Knows actions to take with regard to safeguarding children & young people.	http://wsqfl.westsussex.gov.uk/ccm/navigation/school-office/plans-policies---procedures/child-protection/
C24	Know how to identify potential child abuse or neglect and follow safeguarding procedures.	To be clear of signs of abuse.	Any suspected abuse is reported immediately.	Clarify process for responding to concerns follow through where issue is presented.	Know procedures & be confident to act.	http://wsqfl.westsussex.gov.uk/ccm/navigation/school-office/plans-policies---procedures/child-protection/ http://wsqfl.westsussex.gov.uk/ccm/navigation/leadership/common-assessment-framework-caf-/ http://www.savethechildren.org.uk/ http://www.ncb.org.uk/
C25	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.	Find relevant information in own class / tutor group. Act on pupil information retrieved.	Have full awareness of all learners in classes taught & contextual information contributing to learning challenges. To address this information in planning & provision to ensure motivation & engagement.	Inform colleagues of special circumstances which affect individual child / young person. Gather knowledge from colleagues about a learner's development & wellbeing to inform planning & practice; evaluate impact of using this information on learner progress.	Recognition of individual difference & that all can succeed given personalised provision.	http://www.everychildmatters.gov.uk/aims/outcomes/ http://www.camh.org.uk/

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References	
				Read records & seek information from colleagues about feeder classes.			
P6	Have sufficient depth of knowledge and experience to be able to give advice on the development and well being of children and young people.	Become familiar with updated knowledge of safeguarding legislation. To respond to potential child-abuse incidents across the school.	UPS1 Uses knowledge of how learners grow and develop to support individual pupils effectively.	Be a part of school process linking to other agencies. Attend & contribute to a case conference as a school representative. New and on-going risk assessments freely undertaken.	Updated knowledge of local procedures & national requirements.	http://www.tda.gov.uk/leaders/schoolimprovement_framework_k.aspx	
		To review & rewrite a policy concerned with development and well being of children & young people.	UPS2 Contributes to development or implementation of practice/policies to ensure student well being.	To research legislation & consult with relevant local organisations. To engage partners in writing policies & procedures to address development & wellbeing of children & young people.	To have thorough knowledge of legal frameworks.		http://www.tda.gov.uk/leaders/schoolimprovement_framework_k.aspx
		To deliver session to a group of colleagues, to support a colleague, NQT or trainee teacher in dealing with a specific issue of development & wellbeing.	UPS3 Contributes to development or implementation of practice/policies to ensure student well being. Able to advise others on student well – being.	Participate in INSET for policy updates. Advise colleagues on supporting children and Young People through case conferences. Relate trip planning to wider issues e.g. policies on contacting parents / supervisor roles.	School wide recognition of teacher's contribution to legal procedures & national requirements. Being able to share clearly and with confidence issues related to development & wellbeing of children & young people.		http://www.tda.gov.uk/leaders/schoolimprovement_framework_k.aspx

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C26	Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.	To plan for all groups of pupils showing progression in subjects and aspects taught. To be able to explain the purpose & objectives of lessons.	Annual, termly and weekly plans show progression for all groups of pupils. Evaluations show changes to plans to address pupil needs.	Write weekly and termly plans drawing on school schemes of work. Write clear & specific, achievable targets for pupils for lessons & homework which build on attainment & address expectation.	Know expected progress in subjects taught.	Primary National Strategy, Excellence & Enjoyment, and Planning & Assessing for Learning: designing Learning Opportunities Section2. Leading Improvement through Primary Framework 2007 Section 2.
C27	Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.	To provide an opportunity for learners to use a range of ICT to work in groups to create presentations. To embed literacy & numeracy within subject plans.	Students presentations created using video cameras, digital cameras, Power Point, digital animation, Mind mapping software etc.	Ensure ICT availability. Expand knowledge of different equipment/software and be able to share this knowledge. Plan for development of basic skills through their subjects. Plan problem solving & purposeful challenges into learning sequences. Identify opportunities for ICT, literacy & numeracy within cross-curricular & other plans.	To be knowledgeable about a range of ICT tools that enhance presentations and to be able to share this knowledge with learners. Have sufficient knowledge of ICT, literacy & numeracy to plan within other subjects at appropriately challenging level.	Pedagogy and Practice Pack for Secondary Schools – Unit 15 – Using ICT to enhance Learning. Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning p73 ICT & Aspects of Learning. Primary Framework 2007 CPD for Literacy & Maths.
C28	Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	To set homework that is related to lessons & enriched buy out of school experience.	Examples of student work which demonstrate how homework has enriched experience & enhanced understanding.	Discuss ways to develop out of class assignments with learners & share results.	To be able to set challenging and motivating homework tasks in order to raise the achievement of learners.	http://www.creative-partnerships.com/ http://www.londongt.org/ http://www.innovation-unit.co.uk/

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
	within and between subjects/curriculum areas in their planning.					http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/
C29	<p>Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <ul style="list-style-type: none"> use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion; build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress; develop concepts and processes which enable learners to apply new knowledge, understanding and skills; adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries; effectively manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and 	<p>To embed successful, interactive plenaries into lessons.</p> <p>Explain purpose of lessons, plan lessons, homework & out of class activities, which allow learners to choose, use & apply skills, which they have acquired in lessons.</p> <p>To plan lively & engaging lessons that take account of learners' needs.</p> <p>To incorporate systems such as WALT & WILF into lessons.</p> <p>To set tasks which require pupils to use higher order thinking skills.</p> <p>To plan, organise & manage lessons that incorporate range of groupings.</p>	<p>Lesson observations and pupil feedback state that learners are actively engaged and are given opportunities to both extend their learning and discuss how they learn.</p> <p>Lesson plans detail interactive activities.</p> <p>Tracking & analysis shows pupils have made progress against prior attainment.</p> <p>Observation indicates that teacher adjusts language to respond to needs of learners.</p> <p>Observations show that classroom organisation & management is effective.</p>	<p>Research alternative teaching strategies.</p> <p>Observation of colleagues.</p> <p>Collect pupil feedback & use to inform planning.</p> <p>Plan lessons with SMART targets, use evaluation & assessment & show how they link to targets.</p> <p>Plan lessons indicating relevance to social & cultural composition of class.</p> <p>Plan series of lessons to develop identified concept, reflect on its effectiveness.</p> <p>Include in plans ways that lesson content can be adjusted to anticipate issues that may arise.</p> <p>Use WALT & WILF.</p>	<p>To be able to deliver a variety of creative, successful and interactive learning activities in a well managed learning environment.</p>	<p>Pedagogy & Practice: Teaching & Learning in Secondary Schools: Unit 5 – Starters and Plenaries.</p> <p>Primary National Strategy Professional Development 'Understanding how learning Develops' Learning to learn: progression in key aspects of learning p18-21.</p> <p>Creating a Learning Culture, Classroom, Culture, Community, Collaboration & Personalised Learning Section 2 & 3.</p> <p>National Strategy Leading teacher Programme.</p> <p>Creativity Find it Promote it QCA 2005</p> <p>http://www.creative-partnerships.com/</p> <p>Leading Improvement using the Primary Framework 2007 Lesson Study.</p>

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
	the needs of the learners.					
C30	Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.	To ensure that the learning objectives are clearly displayed & communicated at the beginning, during & at the end of each lesson. To ensure that learning objectives are differentiated using either level/grades or must, should and could. Learning objectives are reinforced throughout the lesson when appropriate.	Lesson plans state differentiated learning objectives. Feedback indicates that learners know how to make steps of progress in their learning.	Share & reflect on learning objectives with the class at the beginning, during & end of lessons. Use purposeful & relevant current resources to motivate pupils. Undertake review of pupil feedback. Use WALT & WILF.	To have a good insight into the National framework expectations. To be able to set appropriate challenging learning objectives for all learners, ensure work is differentiated and that learners know what they need to do in order to achieve the next level.	National Curriculum levels. KS3 National Strategy materials for Foundation Subjects 2002. Leading Improvement using the Primary Framework 2007 Section 2.
P8	Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	To identify interim targets & steps to support learners in achieving baseline/FFT predictions.	UPS1 Can demonstrate that as a result of his/her teaching learners meet FFT predictions.	Seek support of AST or lead teacher to coach performance or observe their teaching & identify own targets for improvement.	Know how to set steps towards targets.	Leading Improvement using the Primary Framework 2007 Section 2.
		To gather data that shows how pupils have achieved FFT predictions over specified time period.	UPS2 Can demonstrate that as a result of his/her teaching learners consistently meet or exceed FFT predictions.	Engage in data analysis through being coached, by expert colleague through colleague support or course.	Confidence in use & analysis of data to set targets & plan for achievement.	Leading Improvement using the Primary Framework 2007 Section 2.
		To gather data that shows how pupils have achieved & exceeded baseline/FFT predictions over specified time period.	UPS3 Can demonstrate that as a result of his/her teaching learners consistently meet or exceed FFT predictions.	Engage in data analysis in order to improve pupil progress & report findings. To support colleagues in using findings to influence practice.	Confidence in use & analysis of data to set targets & plan for achievement.	Leading Improvement using the Primary Framework 2007 Section 2.
E8	Have teaching skills, which lead to excellent results and outcomes.	To target a group of learners to achieve higher than expected levels/grades. To develop innovative approaches to teaching that enables individuals to achieve beyond expectations.	Learners achieve exceptional levels beyond expectations.	To find out about children's interests & abilities. To use information to plan personalised curriculum where learners are excited & motivated. To identify opportunities	To become a recognised expert at identifying learners needs and providing a tailored revision programme for individuals.	www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/ http://www.creative-partnerships.com/

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
				to celebrate outstanding achievement.		
E9	Demonstrate excellent and innovative pedagogical practice.	To expand repertoire of creative teaching and learning strategies. To share 'tried and tested' creative approaches to teaching and learning across the whole school.	To have bank of creative resources/ideas. To have shared creative approaches e.g. on a site on the school intranet. Witness statements from staff illustrating excellence & innovation. Examples of learners work show excellent standards achieved.	Share creativity e.g. though site on the school intranet. Deliver creativity Inset. Create bank of resource ideas. Engage & contribute to local creativity networks.	To become an expert in creative approaches to teaching and learning.	www.rsa.org.uk http://www.innovation-unit.co.uk/ http://www.futurelab.org.uk/ http://www.creative-partnerships.com/
C31	Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.	To be able to record & track pupil progress & use to inform future planning.	Applies schools AFL policy. Lesson observations reflect that work is pitched at appropriately challenging levels.	Develop a better understanding of excel in order to set up mark book. Discuss targets with year group colleagues, department or feeder class teachers & align to achieve key stage expectations. Develop appropriately differentiated activities.	Thorough understanding of levels/grades appropriate to age & stage taught. To have repertoire of systems which inform planning.	Pedagogy & Practice Secondary Teaching & Learning Materials: Unit 12 – Assessment for Learning. DCSF –Assessment for Learning materials Primary National Strategy Excellence & Enjoyment Planning & Assessing for Learning, Designing Learning Opportunities Section2-4 & Assessment for learning Section 2. National Strategy Tracking for Success in English. Tracking for Success in Mathematics.
C32	Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.	To mark & annotate work to encourage parental engagement. To set up system to encourage parent/carer conversation & engagement. To plan opportunities in lessons to record responses, provide accurate learner feedback & ascertain progress. To plan time in schedule	Marking & feedback undertaken consistently. All relevant adults have received & engaged in progress information.	Write reports that communicate progress clearly. Read & reflect on parent/carer responses. Discuss written feedback with parents, carers, learners, to trial & adjust style as necessary. Seek colleague observation & feedback re parent/career discussion. Develop knowledge &	Feels confident & able to communicate & engage effectively with learner, parents, carers.	Pedagogy & Practice Secondary Teaching & Learning Materials: Unit 12 – Assessment for Learning. DCSF –Assessment for Learning materials. National Strategy Tracking for Success in English. Tracking for Success in Mathematics. Primary National Strategy Excellence & Enjoyment

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
		to discuss pupil progress with all relevant adults.		understanding about feedback & marking & expand repertoire.		Planning & Assessing for Learning: Assessment for learning Section 2-6. & Assessment for learning Section 2.
C33	Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.	<p>Use information from markbook to set challenging objectives, individual pupil targets and plan future teaching in order to set challenging learning objectives.</p> <p>Use range of resources to address personalisation e.g. G & T groups, EAL students.</p> <p>To create independent learners by providing them with a bank of thinking tools to be used in the classroom. For example mind mapping, Edward De Bono's Six Thinking Hats, Bloom's Taxonomy.</p>	Teacher uses assessment data to make accurate judgements & adjust plans Learners are able to independently use an appropriate thinking tool for the task set.	<p>Research thinking tools and thinking taxonomies i.e. De Bono's Six Thinking Hats, thinking diagrams, Belle Wallace's TASC wheel, Bloom's Taxonomy.</p> <p>Set targets with pupils & refer to them in lessons.</p> <p>Set targets for progress based on information from monitoring.</p> <p>Structure feedback to learners in range of forms e.g., traffic lights, symbolic, oral & written</p> <p>Evaluate effectiveness of systems.</p> <p>Use WALT & WILF.</p>	Knowledge to draw on repertoire of conceptual models in teaching as appropriate.	<p>Primary National Strategy, Excellence & Enjoyment Planning & Assessment for Learning: Assessment for Learning Section 2-5.</p> <p>Primary National Strategy Excellence & Enjoyment Learning & Teaching in Primary Years: Planning & Assessment for Learning-Assessment for Learning.</p> <p>Primary Framework 2007 Section 2 Lesson Study</p> <p>Pedagogy & Practice Secondary Teaching & Learning Materials: Unit 12 – Assessment for Learning.</p> <p>DCSF –Assessment for Learning materials.</p> <p>National Strategy Tracking for Success in English. Tracking for Success in Mathematics.</p>
C34	Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.	To use a colour-coded markbook on excel to record NC levels, test results and comments in order to monitor progress and identify learning objectives. Use excel markbook to monitor learners' needs and provide positive and developmental feedback.	Student evaluation forms reflect level of challenge pitched correctly. Future plans demonstrate use of analysis of results.	<p>Write tests/tasks to assess learners' levels.</p> <p>Reflect on evidence in mark book to set challenging learning objectives.</p> <p>Update the mark book on a regular basis.</p> <p>Regular marking of students work with constructive feedback and challenging targets.</p> <p>Lessons include</p>	Have understanding of assessment techniques & use to set challenging targets.	<p>Primary National Strategy, Excellence & Enjoyment Planning & Assessment for Learning: Designing Learning Opportunities Section 2-4 & Planning & assessment: Assessment for Learning.</p> <p>Pedagogy & Practice Secondary Teaching & Learning Materials: Unit 12 – Assessment for Learning.</p>

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
				opportunities for learners to reflect on their progress and set targets.		DCSF –Assessment for Learning materials. National Strategy Tracking for Success in English. Tracking for Success in Mathematics.
E10	Demonstrate excellent ability to assess and evaluate.	To introduce learner logbooks as a tool for formative assessment where students input important grades and test results as well as identify what they feel they could achieve in each topic, providing evidence for their judgement. To ensure that learners are aware of their strengths and weaknesses by grouping learners appropriately in order that they learn from each other. To set up colour-coded assessment spreadsheet used to inform teaching & future planning.	Some learners achieve beyond predictions. Logbooks reflect improvement in progress. Provides role model to colleagues in assessment & evaluation of progress.	Develop a system for recording learner assessments– e.g. spreadsheet with green for good, orange for satisfactory and red for poor. Analyse colour-coded assessment spreadsheet. Production of learner log books. Provide regular opportunities provided for learners to reflect on their learning & evaluate impact. Contribute to SEF.	Has wide ranging repertoire of assessment techniques and can model effective use.	QCA-Assessing Pupil Progress Pedagogy and Practice: Teaching & Learning in Secondary Schools: Unit 12- Assessment for Learning. www.ofsted.gov.uk
E11	Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.	To introduce a learner feedback sheet or structure questions for class/groups to be completed at the end of each module, with expected attainment for end of key stage, areas of strength, targets to improve progress & parental/carer signature.	Learners, colleagues & Parents/carers understand feedback consistently and are able to act on it to impact on pupil progress.	Set up an effective system for recording & tracking pupil progress in order to provide accurate feedback, which has an impact on pupil progress. Undertake Ofsted or SIP training. To set up an effective system for regular communication with parents/carers.	To be able to provide all learning partners with regular, accurate & developmental feedback communicated in a variety of different forms.	www.ofsted.gov.uk www.raiseonline.org Question level analysis sheets. http://www.standards.dfes.gov.uk/primary/publications/foundation_stage/940451/
C35	Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their	To identify an area of teaching for improvement, collate data and discuss after	Learners make the expected progress as planned in school's target setting procedures.	Evaluate during & after lesson, discuss outcomes & plan next steps, adapting lesson accordingly.	To know about a range of strategies for teaching, to have trialed and improved practice. To have developed a	Pedagogy & practice. PNS Excellence & Enjoyment Understanding how learning Develops. Learning to Learn: progression in key aspects of

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		Objectives	Performance Criteria/Evidence	Activities	Professional Learning	References
	approaches where necessary.	<p>agreed timescale.</p> <p>To trial & evaluate a range of strategies for teaching.</p> <p>To have reflected on these strategies in order to improve practice.</p>	<p>Improved grades/key stage levels compared to an equivalent class taught last academic year.</p> <p>Observations show that agreed aspect of teaching is improved and demonstrates impact on teaching & learning.</p>	<p>Use following as tools to evaluate practice;</p> <p>Peer observations,</p> <p>Visits to other schools/organizations,</p> <p>Action research, for example use of the Pedagogy and Practice Secondary School Materials, PNS Excellence & Enjoyment CPD materials.</p> <p>Prepare & display a poster/prompts demonstrating thinking & learning skills & styles e.g. MI, Blooms, VAK.</p> <p>Research alternative methods of note taking and thinking skills.</p> <p>To plan to teach skills so that e.g. Learners' work reflects the use of a variety of methods for note taking such as knowledge grids, mind maps, concept maps, tracking changes in a word document, questioning techniques - Who? What? Where? When? How? Why? So what?</p>	<p>specific aspect of their teaching.</p>	<p>learning.</p> <p>Leading Improvement using the Primary Framework 2007 Section 2 Lesson Study.</p>
C36	<p>Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</p>	<p>To trial and review alternative approaches to an aspect of practice and collate date to identify impact on pupil progress.</p> <p>To provide regular feedback during extended tasks, homework and other out-of-class assignments and</p>	<p>Evidence of improved level of understanding or rate of progress for given group of learners.</p>	<p>Engage pupils in discussion of feedback and suggesting ways to improve their work.</p> <p>Discuss teaching & learning with parents/careers, colleagues, reflect on feedback about effects of feedback on progress.</p> <p>Plan lessons incorporating a variety of</p>	<p>Able to provide constructive & developmental feedback to learners.</p>	<p>Pedagogy & practice; teaching & Learning in Secondary Schools-Unit 12: Assessment for Learning.</p> <p>PNS Excellence & Enjoyment Understanding how learning Develops. Learning to Learn: progression in key aspects of learning & Planning & Assessment for Learning: Assessment fro</p>

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		activities which allow learners to choose, use and apply thinking skills they have acquired during lessons.		different methods for note taking and activities that require learners to apply their knowledge e.g. newspaper article, a day in the life of..., diary entry, poem, cartoon strip,... Set aside lesson time to discuss examination requirements, preparation for key stage assessments, feedback on formative assessment; provide oral feedback as well as to complete peer and self assessment.		Learning.
E12	Use local and national statistical data and other information, in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching, and a basis for improving teaching and learning.	To use a detailed, colour-coded spreadsheet to track learners' progress which includes prior attainment, baseline expected grades/levels & question level analysis of tests/examinations/tasks in order to inform planning and identify individual needs & document challenging learning objectives.	All learners achieve at least their target grade and groups of learners achieve at least one grade above their target grade. Colour-coded spreadsheet to track learners' progress and identify areas for development. Pupil groupings reflect individual needs and provide targeted support. Challenging learning objectives set for all learners.	To analyse marks from examinations/tests/tasks using a system such as a colour-coding tracking tool to identify individual learners' strengths and weaknesses as well as whole class needs. Information shared with learners and adjusted as required. Differentiated work set for learners working in groups as a result of analysis. Analyse Fisher Family Trust data for year group or for report to leadership team with recommendations for action.	Liaise with other ET's or AST's. Participate in NCSL programmes e.g. Leading from the Middle, Leadership Pathways. Continue to research developments, trial innovative practice and evaluate practices.	http://www.fischertrust.org/ www.ncsl.gov.uk Leading from the Middle, Leadership Pathways. http://www.ncsl.org.uk/programmes-index.htm http://www.schoolsnetwork.org.uk/leadership/leadershipprogrammes/default.aspx?token www.raiseonline.org Question level analysis spreadsheets for end of key stage. http://www.standards.dfes.gov.uk/primary/publications/foundation_stage/940451/
C37	Establish a purposeful & safe learning environment, which complies with current legal requirements,	To develop alternative strategies to ensure that all learners feel secure enough in order to actively participate in	Pupil feedback sheets indicate that they willingly participate in lessons or that they are able to apply their	Summarise responsibilities for H & S & safeguarding. Attend CPD on safeguarding & read	Enhanced perception of what engages & motivates learners. Able to incorporate ECM agenda into lessons.	www.healthyschools.gov.uk Primary National Strategy, Excellence & Enjoyment Creating a Learning Culture:

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	<p>national policies & guidance on the safeguarding & wellbeing of children & young people so that learners feel secure & sufficiently confident to make an active contribution to learning & to their school.</p> <p>Make use of local arrangements concerning safeguarding of children & young people.</p> <p>Identify & use opportunities to personalize & extend learning through out of school contexts where possible making links between in-school learning & out-of-school learning.</p>	<p>lessons.</p> <p>To provide an opportunity for learners to apply their knowledge & understanding in an out of school context.</p>	<p>knowledge to real life situations.</p> <p>Lesson plans incorporate activities, which encourage learner participation and group work.</p> <p>An identified group of disengaged learners all achieve expected grade in national assessments.</p> <p>Knows how to act appropriately towards learners who may be at risk & take steps to increase awareness of different forms of abuse.</p> <p>Knows how to deal with disclosure.</p>	<p>Child Protection policies & discuss responsibilities with senior colleague.</p> <p>Collect pupil feedback about engagement and enjoyment of lessons.</p> <p>Use research lesson study & video observations to self evaluate &/or discuss strategies with colleagues.</p> <p>Plan lessons for learners to work in different groups.</p> <p>Set objectives & targets through lessons over given period to enable learners to achieve targets set.</p> <p>Develop knowledge of school policies & guidance for child protection & safeguarding.</p> <p>Find out about who & how to refer learners' behaviour to others in school.</p> <p>Discuss how to make judgement about how & when to act to safeguard child/young person making use of school or local agencies.</p> <p>Plan extended learning opportunities for specific pupils using in & out of school opportunities.</p> <p>Plan opportunities for learners to take on class & school responsibilities.</p>	<p>Understands how learning environment can enable learners to feel safe, confident & included.</p>	<p>Conditions for Learning.</p> <p>Pedagogy & Practice: Teaching & Learning in Secondary Schools-Unit 4 (lesson design for inclusion, Unit 10 (Group work) & 11 (Active Engagement Techniques).</p>
C38	<p>Manage learners' behaviour constructively by establishing &</p>	<p>To successfully manage the behaviour of a small group of disengaged</p>	<p>Observations & feedback indicate that all learners have independence & self</p>	<p>Develop a bank of interactive starters and plenaries Greater use of</p>	<p>Strategies learned for behaviour management & pupil motivation &</p>	<p>Pedagogy & Practice: Teaching & learning in Secondary Schools-Unit 20, Classroom</p>

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		maintaining a clear, positive framework for discipline, in line with the school's behaviour policy. Use a range of behaviour management techniques & strategies, adapting them as necessary to promote self-control & independence of learners.	learners' in class, so that they remain positive and willingly contribute.	control & are engaged. Observations indicate that pupils have independence & self control. Feedback indicates that pupils & teacher have positive & trusting relationships. Teacher applies behaviour policy fairly & consistently.	the interactive white More use of group work in lessons where rules are established and roles are issued to each learner in the group. To trial and evaluate alternative practices from the Pedagogy and Practice: Teaching and Learning in Secondary Schools – Units 20, Classroom Management. in lessons. Apply school behaviour policy & reward system & use to develop a plan to deal with specific situation.	engagement.	Management in Lessons.
C39	Promote learners' self control, independence & cooperation through developing their social, emotional & behavioural skills.	To plan, review & evaluate lessons where learners are required to work collaboratively. To develop knowledge of activities that promote learners' social, emotional & behavioural skills.	Observations indicate learners show independence & cooperation.	Peer observations. Professional dialogue through collaboratively trialing alternative practices from the Pedagogy and practice units. Trial & evaluate the use of e.g. Belle Wallace's Task Wheel for effective problem solving.	Plan PSCH link into curriculum plans to support school policy & in order to address specific issues. Able to incorporate a variety of different activities into the classroom that encourage balance of individual learning & collaborative working.	PNS Excellence & Enjoyment. Understanding how learning Develops. Learning to learn: progression in key aspects of learning p54. Pedagogy and practice: Teaching and Learning in Secondary Schools – Units 10 (Group work) and 11 (Active Engagement Techniques). http://www.standards.dfes.gov.uk/ntrp/lib/pdf/riches_wallace.pdf http://www.nace.co.uk/ http://www.standards.dfes.gov.uk/learningmentors/downloads/steer.pdf	
C40	Work as a team member & identify opportunities for working with colleagues, managing their work where	To identify colleagues with whom to plan lessons &/or schemes of work collaboratively in order to meet the	Work of support staff is effectively planned for. Successful learning projects are undertaken with colleagues.	Engage with colleagues in year group, school department or across school to plan scheme of work, an event, a	Skills in discussion & agreeing ways to work with others that draw out the strengths of all parties.	http://www.gtce.org.uk/tla/ www.visionforlearning.co.uk KS3 National Strategy	

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	appropriate & sharing the development of effective practice with them.	requirements of the new National Curriculum to incorporate greater cross curricular links or to address the ECM agenda. To develop skills to work more effectively with colleagues working in different subject areas.	Improved/updated schemes of work are in place incorporating contributions of colleagues.	particular theme to address either a pupil need or whole school need, contributing own specialism. Undertaking investigation or action research into teaching & learning with colleagues. Set up a peer observation opportunity to focus on a shared issue, discuss outcomes & actions. Undertake training in facilitation techniques/or learn about e.g. De Bono Thinking Hats, work with a group of staff to effectively implement the above techniques.		Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.
C41	Ensure that colleagues working with them are appropriately involved in supporting learning & understand the roles they are expected to fulfil. Share effective practice.	Plan for TA, volunteer or e.g. Speech therapist contact time Active involvement in Effective development of the role of learning mentor or support staff. To engage in collaborative working such as team teaching in order to share best practice. To link with specialist teachers who work with children with special educational needs, or those involved in implementing Every Child Matters agenda in order to share best practice.	Evidence of improvement in progress of learners or greater motivation and focus. Evidence of improved Communication, collaboration & understanding of colleague/support staff.	Observing & interviewing pupils & Learning Mentors. Collaboratively planning curriculum unit with cross curricular links or progression across year groups. Jointly plan work with TA, LSA for term, implement & review. Plan support for learner with SEN, AEN, and disability, with support staff, implement & review. Undertake weekly review with support staff & incorporate views & ideas into future plans.	Knows how to & can work effectively with others in order to improve the quality of teaching & learning and hence impact on learners' progress.	http://wsgfl.westsussex.gov.uk/ccm/navigation/school-office/staff-management---development/support-staff/

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P9	Promote collaboration & work effectively as a team member.	To co-ordinate practice more effectively in chosen key stage practice in use of HLTAs. Implement effectively a new curriculum unit of work with colleagues. Improve use of PPA time across school/department.	UPS 1 Effective team member who shares good practice e.g. co-planning, team teaching, contributes to meetings.	Collaboratively plan a sequence of lessons or unit within a scheme of work to incorporate specific aspect. To work with a group of staff on a Pedagogy & Practice Unit. Stand for role such as school governor, or special project leader. Chair meetings of teams. Lead on school award e.g. Artsmark, Basic Skills Award. Leda transition team or cross phase development. Act as a curriculum leader. Lead an Inset session.	How to support colleagues in working together to draw on their strengths.	www.visionforlearning.co.uk www.ncsl.gov.uk coaching references. NLP training. KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.
		To plan lessons collaboratively with a TA, other staff. To mentor an NQT, OTT or ITT for a sustained period of time. To lead team working on a project across school or to take a leadership role in school or department.	UPS 2 Creates and maintains positive, supportive relationships with staff, students, parents and governors.	Meet with governors to share planning and teaching information or aspects of leadership role. Contribute to parents' activity e.g. information session, transition session. Undertake PM reviews of support staff. Work collaboratively to plan a scheme of work.	Have the necessary skills to engage & work constructively with others. Know how to develop others' practice through coaching.	www.visionforlearning.co.uk www.ncsl.gov.uk coaching references. NCSL Tomorrow's Leaders Today. KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.

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		To hone skills as a coach so that this is used in all interactions with colleagues, parents & governors.	UPS 3 Creates and maintains positive, supportive relationships with staff, students, parents and governors. Leads and promotes team activities e.g. Joint planning, team teaching, moderation.	Undertake advanced coaching training, NLP.	To be skilled in operating in a coaching style.	www.visionforlearning.co.uk www.ncsl.gov.uk coaching references. KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity. Pedagogy & Practice: Teaching & Learning in Secondary Schools-Leadership Guide. Primary National Strategy Excellence & Enjoyment. Leading Improvement using the Primary Framework 2007 Section 2.
P10	Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	To support a colleague to develop improve performance by providing advice, coaching & developmental feedback. To mentor an NQT, OTT or ITT.	UPS 1 Has supported a colleague to improve performance by providing advice, coaching & developmental feedback.	To discuss & plan lessons collaboratively, or write schemes of work. To then observe lessons, make judgements & provide developmental feedback. To lead mentor meetings to review & evaluate progress against the standards. Set up focused lesson observations followed by developmental feedback & target setting session.	Able to provide developmental feedback & sound advice in order to support colleagues to become more effective practitioners. To be knowledgeable of a range of different strategies that motivate & engage different people and hence be able to avoid conflict & maintain positive working relationships.	www.britishcouncil.org www.globalgateway.org KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity. Leading Improvement using the Primary Framework 2007 Section 3- lesson Study. West Sussex CPD toolkit www.westsussex.gov.uk/cpd TDA-Understand the expectations & scope of QTS. http://www.tda.gov.uk/partners/ittstandards/guidance_08.aspx

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		<p>To mentor an NQT, OTT or ITT for a sustained period of time.</p> <p>To work with a group of staff on a unit from national guidance such as Pedagogy and Practice, or Excellence & Enjoyment.</p> <p>To support a member of staff over a sustained period of time with a particular subject, aspect or class causing concern.</p>	<p>UPS 2</p> <p>Able to demonstrate effective impact on the professional development of colleagues through coaching/mentoring.</p>	<p>To set up a programme of meetings, agree areas of focus, arrange joint planning & peer lesson observations where appropriate.</p> <p>Then to feedback & evaluate practice which resulted in improvements in teaching & Learning.</p> <p>To lead coaching sessions with a colleague in order to identify an area causing concern & plan a regular & detailed programme of support.</p> <p>To specify detailed role for TA & show detailed guidance in plans.</p>	<p>To be able to demonstrate effective impact on the professional development of colleagues through coaching/mentoring.</p> <p>Be able to provide appropriate developmental feedback which leads to improved practices in teaching & learning.</p>	<p>KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.</p> <p>Pedagogy & Practice: Teaching & Learning in Secondary Schools.</p>
		<p>To organise and lead departmental moderation, the writing of schemes of work, a sequence of lessons, a specific learning activity or a period of team teaching.</p> <p>To lead a group of colleagues through a Pedagogy and Practice Unit/Excellence & Enjoyment/other national guidance.</p> <p>To support a colleague develop their teaching expertise over a sustained period of time.</p>	<p>UPS 3</p> <p>A skilled coach and mentor who is able to demonstrate how their coaching and mentoring has contributed to increased performance of colleagues.</p>	<p>To set up a coaching programme with colleagues & gather evidence of increased performance.</p> <p>To update & enhance own coaching skills.</p>	<p>To know how to draw from a repertoire of coaching & teaching & learning skills & in order to provide effective & differentiated support.</p>	<p>www.visionforlearning.co.uk</p> <p>KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building support.</p>
E13	Work closely with leadership teams, taking a leading role in	To embed effective practice in e.g. speaking and listening in specific	Demonstrate impact of school policy.	Undertake Action research in order to develop and implement a	To be able to work with school leaders to research an area of	Pedagogy & Practice: Teaching & Learning in Secondary Schools-Leadership Guide.

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	developing, implementing and evaluating policies and practice that contribute to school improvement.	Key Stage/subject tracking pupil progress in e.g. EAL, G & T. To develop repertoire of strategies for personalised learning using ICT to enhance learning & active engagement techniques. To work with the leadership team to develop, implement & evaluate a policy within school.		policy. Evaluation of present school policy. Rewrite policy. Professional dialogue with leadership team and other schools/LAs/networks/agencies. NCSL training e.g. 'Leading from the Middle'. Access to LA networks and other agencies i.e. NACE, Young gifted and talented.	teaching & learning in order to develop, implement & evaluate a school policy.	NCSL-Leading from the Middle, Leadership Pathways. Young Gifted & Talented http://ygt.dcsf.gov.uk/?stakeholder=14 KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity Leading Improvement using the Primary Framework Section3 2007 http://www.tda.gov.uk/leaders/schoolimprovement_framework.aspx
E14	Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.	To work with the leadership team to develop a support programme for e.g. early career teachers. To plan, coordinate & implement a CPD programme for staff group resulting from PM. To become an expert in an area of teaching & learning (e.g. gifted & talented, behaviour management, AfL) & provide support/coaching for a group of staff.	Evidence from lesson observations, pupil voice & data analysis, & shows improved practice & impact on pupil progress.	Analyse & audit CPD needs of group of staff, plan programme. Collate sources of support from local, national & in house expertise & resources. Research effective CPD Lesson observations & developmental feedback to colleagues. Lead coaching sessions & coach colleagues. Use of National Strategy Materials e.g. Pedagogy and Practice Units.	Confidence & ability to plan programmes to suit needs & learning preferences of team/group of staff.	http://www.gtce.org.uk/cpd_page http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment.aspx www.ncsl.org.uk http://www.selt.org.uk/ KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity. Leading Improvement using the Primary Framework Section3 2007 http://wsqfl.westsussex.gov.uk/cpd West Sussex Toolkit CD
E15	Make well-founded appraisals of situations upon which they are	To work with colleagues to provide evidence based CPD.	An exemplar teacher, able to model excellent practice & effect	Lead cross key stage project Visits to other schools.	Ability to make sound judgements, to identify needs & employ	Creativity Find it Promote it QCA 2005.

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	asked to advise, applying high-level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.	To support colleagues in achieving agreed improvements. To identify & disseminate impact & effective practice. To lead a group of staff through e.g. A Pedagogy & Practice: teaching & Learning in Secondary schools or Excellence & Enjoyment module or other guidance.	improvements in colleagues' practice. Provide focused lesson observations with high level, analytical & developmental feedback & setting challenging targets.	Develop coaching skills. To train others to be mentors. To thoroughly research guidance documents & interpret & use for staff training.	strategies to address. To have developed skills to coach another member of staff. To have become highly skilled in carrying out lesson observations & providing feedback.	http://www.creative-partnerships.com/ www.visionforlearning.co.uk KS3 National Strategy Sustaining Improvement: a suite of modules on coaching, running networks & building capacity.
A2	Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement.	Involve feeder phase teachers in improved consistency of practice in specific area. To embed firmly a whole school practice aimed at improving the quality of teaching & learning for example AfL, emotional intelligence, thinking skills.	Contributes to policy development, implementation in own & other schools, resulting in identified improvements.	Lead liaison meetings with primary schools. Audit present practice and research alternatives in order to prepare and deliver thinking skills INSET to staff. Share research and best practice with other organisations through LA networks, partnerships, cluster groups, ITT institutions.	Visits to other schools. Time with subject consultant/lead teacher/ Joint resource development.	Pedagogy & Practice: Teaching & Learning in Secondary Schools-Leadership Guide. NCSL-Leading from the Middle, Leadership Pathways.
A3	Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school.	To plan improvement project gaining support of colleagues/teams in other schools.	Effective in leading & managing projects for improvement in own & other schools. Effective in communicating & disseminating to range of audiences.	Project management training. Time management training. Apply to own planning.	Confident in planning & implementing whole school practice & evaluating impact. Able to report & disseminate findings to range of audiences.	Pedagogy & Practice: Teaching & Learning in Secondary Schools-Leadership Guide. NCSL-Leading from the Middle, Leadership Pathways. http://www.schoolsnetwork.org.uk/leadership/leadershipprogrammes/default.aspx?token

References

- DfES Primary National Strategy Excellence and Enjoyment: learning and teaching in the Primary years 2004
- DfES Primary Framework 2007
- George Abbott School Expectations for UPS1,2 and 3
- Office of School Education, Melbourne Professional Learning in Effective Schools 2005
- VT Fours S, Workforce Development Team Professional Standards, Guidance for teachers and School Leaders, a self evaluation tool 2007
- West Sussex C & A: Learning Expectations for UPS1, 2 & 3
- West Sussex C & A: Learning CPD Toolkit CD
- Windsor & Maidenhead Learning pathways