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|  | Band 1 - Teacher | | Band 2 – Accomplished | | Band 3 - Expert |
|  | M1-M2 | M3 | M4-5 | M6 | UPS1-3 |
| Level of support for teacher | With support and mentoring: | Independently: | Independently: | Starting to support others e.g. ITT students | Significant support of others |
| FOCUS AREA | Focus: Own class | Focus: Own class/Year group overview | Focus: Year Group | Focus: Year Group/Whole School overview | Focus: Whole School/Cross School Joint Prof. Dev. |
| 1.1 Set high expectations which inspire, motivate and challenge pupils | Know the curriculum at year group level. Establish expectations and sufficient challenge to ensure progress by setting appropriate goals and targets for all children. Be a positive role model for children’s behaviour. | M3: Provide support and advice within the context of own year group. | M4: Provide support and advice beyond own year group e.g. through planning and leading staff INSET | M6: Develop the skills of others, particularly ITT students, to enable them to be able to inspire, motivate and challenge.    M6: Have a significant impact on the work of others to improve teaching across the school. | Take an active part in setting whole school/cross goals that stretch and challenge pupils of all backgrounds, skills and abilities. |

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| 1.2 Promote good progress and outcomes by pupils | M1: With support and appropriate mentoring (of the teacher) most pupils (95%) achieve in line with school expectations through the use of appropriate  differentiation to include children with SEN/G&T and specific groups including gender; ethnicity and FSM  M2: Most pupils (95%) achieve in line with school expectations | M3: Almost all pupils (96%+), with appropriate intervention strategies in place, achieve in line with school expectations. | M4-5- Almost all pupils (96%+)achieve in line with school expectations | M6: All pupils achieve in line with school expectations meeting individual targets. Some (30-50%), pupils exceed school expectations and targets. | Demonstrate the skills that enable children to regularly exceed school expectations and targets (50%+ term on term etc.). Develop and manage appropriate intervention strategies that support such progress. |

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| 1.3 Demonstrate good subject and curriculum knowledge | M1: Know and understand the curriculum at current year group level. This will be evidence by use of subject knowledge during teaching. Demonstrate high standards of literacy; articulacy and the correct use of standard English regardless of specialist subject.  Know who the subject experts are within the school and use their support.    M2: Building on M1 but requiring less intensive support. Demonstrate a clear understanding of appropriate teaching strategies.  Take responsibility to keeping up to date with curriculum changes. | M3: Play a more prominent role within the designated curriculum team, e.g. carry out designated tasks as directed by team leader. | M4: Access advice and adapt practice; feeding back to SLT to improve teaching and learning.  M5: Take a lead in significant subject areas, including developing and evaluating the subject. | M6: Build on M5 and use evaluation evidence to improve subject and curriculum to have impact on learning. Lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development. | Lead the development of others in a way that has tangible impact on subject and curriculum knowledge and development. |
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| 1.4 Plan and teach well- structured lessons | M1: With structured support and mentoring, most lessons are showing good elements including effective use of lesson time;  active engagement of children;  effective questioning;  Clear AfL within the lesson leading to progress by all groups.    M2: All lessons are showing good elements and there is evidence of on-going improvement. | M3: Most lessons are judged good or better. | M4: All lessons are judged good or better.  M5: All teaching is good with some elements of outstanding. | M6: All teaching is good with many elements of outstanding. | Whole school responsibility is taken for modelling and developing other teachers to improve teaching across the school.  An active role is taken in curriculum development across the whole school and cross schools JPD.  Lead a team, subject or aspect across the school or cross school. |

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| 1.5 Adapt teaching to respond to the strengths and needs of all pupils | M1: Have a basic understanding of the development of children within the ethos of EPPS. With significant support, know when and how to differentiate appropriately. Have a clear understanding of the needs of all children. Have a secure understanding of barriers to learning and begin to make adaptations to meet needs.  M2: As M1 but expectation that only support is from Phase Leader. | M3: Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Proactively seek support as and when needed. | M4: Develop further skill and independence.  M5: Use knowledge and skills in order to develop others to ensure that teaching and learning improves. | M6: Have significant knowledge and understanding of the wide range of needs of pupils across the school. | Within own school, lead the adaptation of teaching to ensure needs of pupils are met. These adaptations can be fed into curriculum teams to ensure whole school picture e.g. by presenting feedback from curriculum team or to governors. |

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| 1.6 Make accurate and productive use of assessment. | M1: With significant support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to feedback. M2: Make increasing use of formative and summative assessment more independently. | M3: Gain greater skill in use and manipulation of data to support more specific groups. | M4: Embed Gain greater skill in use and manipulation of data to support more specific groups.  M5: Support year group  colleagues in use of  assessment. Broker  support for others, when  and where appropriate. | M6: Monitor whole  school data to ensure  impact on teaching and  learning. | Monitor progress in curriculum area and year groups. Use awareness of RAISE online data to  impact on teaching and  learning of specific groups across the school.  Train other colleagues to use assessment effectively. |
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| 1.7 Manage behaviour effectively to ensure a good and safe learning environment | M1: Have clear rules and routines in classroom. Have high expectations of behaviour with clear strategies for developing positive discipline. Establish a safe and stimulating learning environment rooted in mutual respect.    M2: Continue to build on strategies to improve the above. Gain greater awareness of the wider learning environment e.g. playground/visits | M3: Participate fully in development of school policies and practice relating to all aspects of the management of behaviour. | M4:Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.  M5: Support colleagues with behaviour issues, e.g. supporting less experienced colleagues in meeting with parents to discuss challenging issue. | M6: Support colleagues with behaviour issues, e.g. supporting less experienced colleagues in meeting with parents to discuss challenging issue. | Be able to articulate our strategies, policies and practices to others e.g. Visitors, students, other schools etc.  Advise others through mechanisms (cross school joint professional development)on the development of a positive ethos and behaviour in other settings. |

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| 1.8 Fulfil wider professional responsibilities | M1: Know and understand the priorities of the school.  Communicate effectively with parents and other professionals with regards to pupils' achievements and well  being  M2: Understand the links between effective classroom practice and school improvement and demonstrate this by becoming involved in whole school issues. |  | M4-5: Have significant experience teaching in more than one year group. | M6: Have relevant experience of leading or managing an aspect or issue across the school  M6: Be a fully competent practitioner able to keep up to date with changes and adapt practice accordingly. | Make significant contribution to the wider life and ethos of the school. This will be something tangible, often captured within the SDP. |