# Appendix B National Standards Career Stage Expectations

**TEACHER STANDARDS CAREER STAGE EXPECTATIONS – ST WILFRID’S RC COLLEGE**

**Confidential INITIAL ASSESSMENT AND AUDIT**

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| **Professional****Area** | **Relevant****Standards** | **Band 1****Point 1 - 3** | **Band 2****Point 4 - 6** | **Band 3****Point 7 – 9 (UPS 3)** | **+** | **-** |
| **PROFESSIONAL****PRACTICE** | 1.1(1);1.2(2,3,5)1.3 (1,3) 1.4(1,2,3) 1.5 all1.6 (1) 1.7 (1,2,3)1.8 (3) 2.1 (2,4) Preamble | Teaching is generally good or better; some specific areas require improvement.  | Teaching is generally good; some is outstanding | Teaching is good; much is outstanding |  |  |
| **Standards for Professional Dialogue** |  |  |  |  |  |  |
| **PROFESSIONAL****OUTCOMES** | 1.1(2) 1.2(1,2,3)1.5(1) 1.6 (3,4)Preamble | Most pupils achieve in line with school expectations, informed by prior attainment data | Almost all pupils achieve in line with school expectations, informed by prior attainment data; some exceed them | Almost all pupils achieve in line with school expectations, informed by prior attainment data; many exceed them |  |  |
| **Standards for Professional Dialogue** |  |  |  |  |  |  |
| **Professional****Area** | **Relevant****Standards** | **Point 1 - 3** | **Point 4 - 6** | **Point 7 – 9 (UPS 3)** | **+** | **-** |
| **PROFESSIONAL****RELATIONSHIPS** | 1.1(1) 1.6(4)1.7(4) 1.8(2,3,5)2.1 (1,3,4)Preamble | Teachers have positive working relationships with pupils, colleagues and parents. These are focussed on improving provision for pupils*Membership of R and D group**Taking study support* *Attending Voluntary T&L sessions**Contributing to feedback sessions within Dept / House / IAG team**Supporting extra-curricular activities,* | Professional relationships with pupils, colleagues and staff lead to excellent provision within and sometimes outside of the classroom*Leading extra-curricular activities,**Taking supportive / coaching role within SGP,**Developing teaching resources for IAG team**Cascading from R & D to dept.**Plans and delivers Family Learning sessions* | Plays a proactive role in key stage, departmental or school-wide teams to improve provision and outcomes*Taking a leading role in R&D group**Organising appraisering / support within department**Taking responsibility for a series of lessons within IAG**Pupil appraisering within dept.**Feeding back / presenting to staff from R&D**Appraisering trainee / student teachers**Sustained and significant contribution to extra-curricular activities* |  |  |
| **Standards for Professional Dialogue** |  |  |  |  |  |  |

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| **Professional****Area** | **Relevant****Standards** | **Point 1 - 3** | **Point 4 - 6** | **Point 7 – 9 (UPS 3)** | **+** |  **-** |
| **PROFESSIONAL****DEVELOPMENT** | 1.2(4,5)1.3(1,2,4,5) 1.4(5) 1.5(2,3,4)1.6(1) 1.8(4)2.1(2) 2.3Preamble | Able, to identify key professional development needs and respond to advice and feedback.Takes a proactive role in accessing relevant support and professional development from colleagues*Effectively completes self- audit and develops practice accordingly**Attends voluntary T&L and develops practice accordingly* | A competent practitioner able to keep up-to-date with changes in pedagogy and adapt practice accordingly*Takes leading role in SGP, regularly contributes ideas in dept meetings**Takes a significant role in R& D groups* | Plays a proactive role in leading the professional development of key stage or departmental colleagues. May lead professional development of colleagues across the whole school *Presents at whole-school training events / Leads R & D group**Supports colleagues through SGP and more informal processes e.g. sharing resources, inviting others in to observe* |  |  |
| **Standards for Professional Dialogue** |  |  |  |  |  |  |
| **PROFESSIONAL CONDUCT** | 1.1(3) 1.7(1)1.8(1) 2.1(all)2.2 2.3Preamble | Meets all standards *Maintains pastoral routines with tutor group, classes and other groups* | Meets all standards*Provides extra pastoral support to a pupil / family Member of the Ethos group / Global group* | Meets all standards*Works with outside agencies to develop ethos e.g. parishes, Cluster, parent groups* |  |  |
| **Standards for Professional Dialogue** |  |  |  |  |  |  |