

APPENDIX 3

Professional Teaching Standards & Performance Indicators

‘Gaining Experience’ Teachers NQT or Degree	Consistently Good Teacher QTLS, QTS	Consistently Good Teacher with outstanding elements QTLS, QTS	Advanced Teacher QTLS, QTS
Salary Scale Points 24-27	Salary Scale Points 28-32	Salary Scale Points 33-36	Salary Scale Points 37-39
Reaches standards with support or guidance.	Independently reaches standards, building experience and sharing good practice with others within own subject area, where relevant.	Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues.	Has a high level of experience on which to draw on, to advise and develop other staff, and to inform own practice.
Maintains accurate teaching records and data for individual classes.	Target setting and benchmark data used to inform future planning and teaching. Understands the data relating to own teaching groups. Uses data to inform planning.	Data used methodically and accurately to target teaching and learning of own subject area and across the curriculum.	Centralised data and tracking information is analysed to determine interventions across the whole school.
Has student awareness of factors which may impact on student access to the curriculum and has some strategies to address the issues.	Implements strategies to engage all key groups. Multi-level differential accounting for the specific needs of students.	Differentiation is consistently incorporated in teaching and learning to enable all students to progress.	Leads key groups that require specific differentiation and provides targeted and timely intervention. Leads and develops strategies across subject area / groups to promote progress.
Teaching may require improvement initially but should be good by the end of the year.	Teaching is at least good.	Teaching is at least consistently good with examples of outstanding.	Teaching is outstanding
Progress should be at least in line with national expectations.	At least average progress evident across own students.	Good progress evident across own students	Good to outstanding progress across own students.

Shows a good knowledge and understanding of the relevant subject and curriculum area.	Has secure knowledge and understanding of the relevant subjects and curriculum area and continues to develop this through appropriate collaboration, networking and professional development.	Has a well-developed understanding of subject knowledge, curriculum content and coverage across the key stage(s) taught. Continues to develop this through appropriate collaboration, networking and professional development.	Have an extensive subject knowledge and understanding of the curriculum and related pedagogy. Continues to develop this through appropriate collaboration, networking and professional development. Seeks out involvement in new projects and initiatives.
Monitors, analyses, evaluates, reflects and develops own class teaching. If not in the first year of teaching, starts to take on a wider range of subject or key stage awareness and responsibilities, with appropriate support.	Monitors, analyses, evaluates and develops own subject area. Takes on a wider range of subject or key stage awareness and responsibilities. Reflects on own teaching.	Monitors, analyses, evaluates and develops own key stage or subject area independently and reports to line manager. Reflects effectively on own teaching.	Academy wide monitoring, analysis, and development across a range of areas over time. Monitors, analyses, evaluates and develops own key stage or subject area independently and reports to line manager. Reflects effectively on own teaching.
Takes on board whole academy developments and initiatives. If not in the first year of teaching, takes increasingly active involvement in whole academy developments.	Is actively involved with whole academy developments. Effectively takes on board and implements whole academy developments and initiatives.	Is actively involved with whole academy developments. Effectively implements and may lead or initiate some areas.	Researches and leads academy wide developments. Including giving effective guidance and support to ensure good progress and good practice is apparent.
Develops reflective practice to ensure a variety of teaching and learning methods are utilised in lessons to enable all students to progress.	Embeds reflective practice facilities. Experimentation and research is evident in teaching and learning to maximise student progress.	Shares good practice in teaching and learning across department / subject. Facilitates improvements in teaching and learning securing progress for all students. Experimentation and research is evident in teaching and learning.	Establishment of outstanding practice is developed / shared and its impact on securing progress is monitored and evaluated. Supports, mentors or coaches other teachers. Experimentation and research is evident in teaching and learning and is promoted across the school.

Staff Pay and Performance Management Policy

With support and guidance ensure schools policies on Safeguarding and child protection are read and implemented and documented as appropriate	To adopt all schools policies, ensuring up to date information is read and put into practice and documented	To adopt and inform change to all school policies, to ensure students are receiving the best possible service	In addition to all other standards, with direction from line manager update policies as directed
To be aware of and execute all school policies and procedures	Ensure all school policies and procedures are implemented	Ensure all school policies and procedures are implemented and to actively inform school forum to bring about change	Ensure all school policies and procedures are implemented, organise and head school forum. Deputise for SLT in creation of policy. Deputise for SLT to cascade