	1	Continuing Professional Development Ne						Needs				
Stage Of Your Career	Expectations/Standards at each stage of your career	Confident & Competent	Year I Some Development	Further Development	Confident & Competent	Year 2 Some Development	Further Development	Confident & Competent	Year 3 Some Development	Further Development		
Qualified teacher	Pan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secures subject curriculum knowledge. Design opportunities for learners to develop their literacy, numeracy and ICT skills. Pan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.											
	Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:											
Those recommended for the award of QTS should meet these standards	(a) use a range of teaching strategies and resources, including ICT, taking scatcical account of diversity and promoting equality and inchasion (b) build on prior knowledge, develop concepts and processes, enable exames to apply new knowledge, understanding and skills and meet learning objectives (c) adapt their fanouspe so suit the learners they teach, introducing new ideas											
	and concepts clearly, and using explanations, questions, discussions and stenaries effectively (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.											
	Assessment, Monitoring & Feedback: Make effective use of a range of assessment, monitoring and recording strategies. Assess the learning needs of those they teach in order to set											
	challenging learning objectives. Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.											
	Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging fearning needs. Evaluate the impact of their teaching on the progress of all learners,											
	and modify their planning and classroom practice where necessary. Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-sehool contexts. Establish a clear framework for classroom discipline to manage											
	learners' behaviour constructively and promote their self-control and independence. Work as a team member and identify opportunities for working with											
	colleagues, sharing the development of effective practice with them. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.											
	Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons & across a series lessons, informed by secure subject knowledge.											
Main Scale Teacher (Core)	Design opportunities for learners to develop their literacy, numeracy, ICT and thinking & learning skills. Plan, set and assess homework, other out-of-class assignments and coursework to sustain learners' progress and to extend and											
	consolidate their learning. Teach challenging, well-organised lessons and sequences of lessons across the age & ability range you teach in which you:											
	ag use an appropriate raingle of teaching strategies and resources, including CT which meet learners' needs & promote inclusion. (b) build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives & make sustained progress.											
Teachers should meet the following core standards at the end of	(d) adapt your language to suit the learners you teach, introducing new ideas clearly, and using explanations, discussions and plenaries effectively.											
the induction period and continue to meet them throughout	(e) manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lessons and the needs of the learners. Teach engaging and motivating lessons informed by well-grounded											
their teaching career	expectations of learners and planned to raise levels of achievement. Make effective use of an appropriate range of observation, assessment, monitoring & recording strategies as a basis for setting challenging learning objectives and monitoing learners' progress &											
	levels of attainment. Assessment, Monitoring & Feedback: Provide learners, colleagues, parents and carers with timely, accurate & constructive feedback on attainment, progress and areas for development.											
	Support and guide learners so that they can reflect on their learning, identify the progress they have made, set targets for improvement & become successful independent learners. Use assessment as part of your teaching to diagnose learners' needs,											
	set realistic and challenging targets for improvement & plan future teaching. Review the effectiveness of your teaching and its impact on learners'											
	progress, attainment & well-being, refining your approaches as necessary. Review the impact of the feedback provided to learners and guide them on how to improve their attainment.											
	Establish a purposeful and safe learning environment so that learners feel secure. Identify and use opportunities to personalise and extend learning. Manage learners' behaviour constructively by establishing and											
	maintaining a clear & positive framework for discipline which is in line with the school's behaviour policy. Use a range of behaviour management techniques and strategies, to											
	promote the self control and independence of learners. Promote learners' self-control, independence and cooperation through developing their social, emotional & behavioral skills. Work as a team member and identify opportunities for working with											
	colleagues, managing their work where appropriate and sharing effective practice with them. Ensure that colleagues working with you are appropriately involved in supporting learning & understand the roles they are expected to											
	perform.											
Post	Planning: Be flexible, creative and adept at designing learning sequences within lessons & across lessons that are effective & well matched to learning objectives and the needs of learners. These lessons integrate recent developments, including those relating to subject											
Post Threshold Teachers should meet the following	Enowledge. Feaching: Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than,											
post-threshold standards and meet the core standards	similar learners nationally. Team Working & Collaboration: Promote collaboration and work effectively as a team member. Contribute to the professional development of colleagues through											
	coaching & mentoring, demonstrating effective practice, and providing advice & feedback.											

Professional Development Profile: Professional Values & Practice

		Continuing Professional Development Needs								
			Year 1			Year 2				
Stage Of Your Career	Expectations/Standards at each stage of your career	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development
Induction/NQT	Seek & use opportunities to work with colleagues to raise standards by sharing good practice in school.									
	High expectations of all pupils and are committed to raising their achievement									
	Treat pupils consistently, with respect and consideration, and are concerned for their development as learners									
Qualified Teacher Status	Demonstrate & promote the positive values, attitudes and behaviour which are expected from pupils									
	Communicate sensitively and effectively with parents and carers Contribute to and share responsibility in the working life of the									
	school eg by supporting and following school policies etc Committed to improving your own teaching eg by evaluation of your own practice, learning from the good practice of others, and the use of evidence									
Performance Threshold/UPS	All of the above									
Advanced Skills Teacher	All of the above									

Professional Development Profile: Knowledge & Understanding

			Conti	nuing l	Profess	ional I	Develo	oment		
			Year 1			Year 2				
Stage Of Your Career	Expectations/Standards at each stage of your career	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Furthe r Development
Induction/NQT	Identify areas in which you need to improve your professional knowledge, understanding and practice Take steps to address these needs with appropriate support from colleagues									
Qualified Teacher Status	You have secure knowledge & understanding of the subjects which you teach ie equivalent to degree level You know & understand the National curriculum for the subject(s) which you teach At KS4 & KS5 you are aware of 14-19 pathways for progression and Key skills At KS4 & KS5 you know the progression within your own subject and the range of qualifications to which your subject contributes You are familiar with and contribute appropriately to the National Curriculum for cross curricular themes such as Citizenship, PSHE, Education for Sustainable Deevelopment, Work Related Learning etc. Understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural & emotional development Know how to use ICT effectively to teach your subject & to support your wider professional role You understand your responsibilities under the SEN code of practice You know a range of strategies to promote good learning and establish a purposeful learning environment									
Performance Threshold/UPS	You have a thorough and up to date knowledge of the teaching of your subject You take account of wider curriculum developments whicha re relevant to your work									
Advanced Skills Teacher	You are fully up to date with your subject. You have a full understanding of the connections & progression in your subject & use this in your teaching to ensure that pupils make good progress You quickly understand pupils' perceptions & misconceptions from their questions and responses You understand ICT in the teaching of your subject									

Standards relating specifically to your CGeog application

Royal Geographical Society with IBG

					Professional Develor				repty i teating		
		Continuing Professional Deve Year 1 Year 2				Develo	Vear 3				
Stage Of Your Career	Expectations/Standards at each stage of your career	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	
Qualified teacher	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.										
Those recommended	Demonstrate the positive values, attitudes and behaviour they expect from children and young people. Be aware of the professional duties of teachers and the statutory framework within which you work. Be aware of the policies and practices of the workplace and share in										
for the award of QTS should meet these standards	collective responsibility for their implementation. Communicate effectively with children, young people, colleagues, parents and carers.										
	Recognise and respect the contribution 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. Have a commitment to collaboration and co-operative working.										
	Reflect on and improve your practice, and take responsibility for identifying and meeting your developing professional needs. Identify priorities for your early professional development in the context of induction. Have a creative and constructively critical approach towards										
	innovation, being prepared to adapt your practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and mentoring.										
	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential.										
Main Scale Teacher (Core)	Hold positive values and attitudes and adopt high standards of behaviour in your professional role.										
Teachers should meet the following core standards at the end of	Maintain an up-to-date knowledge and understanding of the professional duties of teachers & contribute to the development, implementation & evalaution of policies & practice in your school. Communicate effectively with children, young people and colleagues, parents and carren.										
the induction period and continue to meet them throughout	Recognise and respect the contributions that colleagues, parents & carers make to the development & well-being of young perople, and to raising their levels of attainment. Have a commitment to collaboration and co-operative working										
their teaching career	Evaluate your performance and be committed to improving your practice through appropriate professional development. Be prepared to adapt your practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and										
	mentoring.										
Post Threshold	Contribute significantly, where appropriate, to implementing school policies and practice to promote collective responsibility for implementing school policies & practice.										
Teachers should meet the following post-threshold standards and meet the core standards											
Excellent Teacher	Be willing to take a leading role in developing workplace policies & practice and in promoting collective responsibility for their implementation Research and evaluate innovative curricular practices and draw on										
Excellent Teachers (E) should meet the following	research outcomes & other sources of external evidence to inform your own own practice & that of colleagues.										
standards and meet the core and post-threshold standards.											
Advanced Skills Teacher	Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in your own and other workplaces.										
Advanced Skills Teachers (A) should meet the following											
standards and should also meet the core, post threshold and excellent											
and excellent teacher standards.											

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Stage Of Your Career	Expectations/Standards at each stage of your career	Confident & Competent	Year 1	urther Development	Confident & Competent	Year 2 Year Oevelopment	urther Development	Confident & Competent	Year 3 Year ome Development	Purther Development			
Qualified teacher	Have a 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 and provide opportunities for all learners to achieve their protential. Know the assessment requirements and arrangements for the subjects (curriculum areas they are trained to teach, including those relating to public examinations and qualifications. Know a range of approaches to assessment, including the	Ö	×	H	ŏ	×	н	Ö	S	E.			
Those recommended for the award of QTS should meet these standards	seperature of Formative assessment 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 naise levels of statisment. Have a secure knowledge and understanding of your subjects curriculum areas and related peology to enable you to much effectively across the age and ability range for which you are trained. Know and understand the relevant statistry and non-statutory curricula and frameworks, including those provided through the National Strangles, for their subjects curriculum rareas, and other volucum intuitives and politically to the graphically to the gas and ability range for which												
	hey are trained. Know how to use skills in literacy, numeracy and ICT to support year tacking and wider professional activities. Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. Know how to make effective personalised provision for those you tach and how to take practical account of diversity and promote egaulity and inclusion in their teaching (inc. SEN). Know and understand the roles of colleagues with specific responsibilities.												
	Be aware of the current legal requirements, national policies and guidance on the signaturing and promotion of the well-being of children and young people. 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.												
Main Scale Teacher (Core)	Have a good, up-to-date working knowledge and understanding of a range of teaching & learning and behaviour manuangement strategies. Vou should know how to use & adapt them to provide opportunities for all learners to achieve their potential. Know the assessment requirements and arrangements for the subjects you teach, including those relating to public exams. Know a range of approaches to assessment, including the importance of formative assessment.												
Teachers should meet the following core standards at the end of the induction period and continue to meet them throughout	evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to ruise levels of attainment. 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 of ordevolopment. Have a secure knowledge and understanding of your subjects curriculum areas & related pedagog including their contribution to cross curricular learning. Know and understand the relevant statutory and non-statutory curricula & frameworks including those provided through the Notional Strongles.												
their teaching career	Kore how to use skills in literacy, numeracy and ICT to support sour tracking & wider professional activities. Understand how children and young people develop and how the progress & well being of learners are afected by a range of developmental, religious, ethnic, cultural and linguistic influences. Know how to make effective personalised provision for those they teach, and promote equality & inclusion in your tracking.												
	Understand the roles of colleagues eg SENC Oand the contributions they can make to the learning, devlopment & well-being of learners. Yoo know when to draw on this experties. Barow the current legal & local requirements, national policies and guidance on the satignarding the well being of children. Know how to identify potential child abuse or neglect and follow safeguarding row to identify potential child abuse or proper the following the contribution of the co												
Post Threshold/UPS	Teaching & Learning: Have an extensive knowledge and understanding of how to use an darket a range of staching, learning & behaviour management strategies to provide opportunities for all learners to achieve their potential. Have an extensive knowledge and understanding of how to personalise learning to provide opportunities for all learners to achieve their potential.												
Teachers should meet the following post-threshold standards and meet the core standards	Assessment & Monitoring: Have an extensive knowledge and well-informed understanding of the assessment requirements & arrangements for your subject area. Have up-to-date knowledge and understanding of the different types of qualifications & specifications, and their suitability for meeting assesses used. Subjects & Curriculum: Have a more developed knowledge and understanding of your												
	sobject & related peckagogi including how learning progresses within them. Health & well-being; Has sufficient depth of knowledge and experience to be able to give advice on the development & well-being of children. Teaching & Learning: How a crutical winderstanding of the most effective leaching.												
Excellent Teacher Excellent Teachers (E) should meet the	time a crimea understanding of the most effective teaching, destinated behavior management strategies, including how to select & use approaches that personalise learning to provide opportunities for all learness to achieve their potential. Assessment & Monforchig: Know how to improve the effectiveness of assessment practice, including how to analyse statistical information to evaluate the effectiveness of teaching & learning across the school.												
should meet the following standards and meet the core and post-threshold standards.	Subjects & Curriculum: Have an extrastive and deep knowledge and understanding of your subject areas & related pedagogy, for example through involvement awarder professional networks associated with your subject area. Achievement & Diversity: Have an extensive knowledge on matters concerning equality.												
Advanced Skills Teacher	inclusion & diversity in teaching. No additional standards												

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