

Stage of Your Career	Expectations/Standards at each stage of your career	Continuing Professional Development Needs																			
		Year 1			Year 2			Year 3													
		Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development											
Qualified teacher Those recommended for the award of QTS should meet these standards	Plan 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 secure subject/curriculum knowledge.																				
	Design opportunities for learners to develop their literacy, numeracy and ICT skills.																				
	Plan 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:																				
	(a) use a range of teaching strategies and resources, including ICT, taking practical account of diversity and promoting equality and inclusion																				
	(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives																				
	(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries 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 learning 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-school 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.																					
Main Scale Teacher (Core) Teachers should meet the following core standards, at the end of the induction period and continue to meet them throughout their teaching career	Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons & across a series of lessons, informed by secure subject knowledge.																				
	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:																				
	(a) use an appropriate range of teaching strategies and resources, including ICT 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.																				
	(c) develop concepts and processes which enable learners to apply new knowledge, understanding & skills.																				
	(d) adapt your language to suit the learners you teach, introducing new ideas clearly, and using explanations, discussions and plenaries effectively.																				
	(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 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 monitoring 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 & behavioural 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 Threshold/UPS Post Threshold Teachers should meet the following post-threshold standards and meet the core standards	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 knowledge.																				
	Teaching:																				
	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.																				
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 Attributes**

Standards relating specifically to your CGeog application



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		Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development
Qualified teacher Those recommended for the award of QTS should meet these standards	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.									
	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 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.										
Main Scale Teacher (Core) Teachers should meet the following core standards at the end of the induction period and continue to meet them throughout their teaching career	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential.									
	Hold positive values and attitudes and adopt high standards of behaviour in your professional role.									
	Maintain an up-to-date knowledge and understanding of the professional duties of teachers & contribute to the development, implementation & evaluation of policies & practice in your school.									
	Communicate effectively with children, young people and colleagues, parents and carers.									
	Recognise and respect the contributions that colleagues, parents & carers make to the development & well-being of young people, and to raising their levels of attainment.									
	Have a commitment to collaboration and co-operative working									
	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/UPS Post Threshold Teachers should meet the following post-threshold standards and meet the core standards	Contribute significantly, where appropriate, to implementing school policies and practice to promote collective responsibility for implementing school policies & practice.									
Excellent Teacher Excellent Teachers (E) should meet the following standards and meet the core and post-threshold standards.	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 research outcomes & other sources of external evidence to inform your own practice & that of colleagues.									
Advanced Skills Teacher Advanced Skills Teachers (A) should meet the following standards and should also meet the core, post threshold and excellent teacher standards.	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.									

Standards relating specifically to your QCG application



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		Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development	Confident & Competent	Some Development	Further Development
Qualified teacher Those recommended for the award of QTS should meet these standards	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 potential. 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 importance 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 raise levels of attainment. Have a secure knowledge and understanding of your subjects/curriculum areas and related pedagogy to enable you to teach effectively across the age and ability range for which you are trained. 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 applicable to the age and ability range for which they are trained. Know how to use skills in literacy, numeracy and ICT to support your teaching 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 teach and how to take practical account of diversity and promote equality and inclusion in their teaching (see SEN). Know and understand the roles of colleagues with specific responsibilities. Be aware of the current legal requirements, national policies and guidance on the safeguarding 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.									
	Have a good, up-to-date working knowledge and understanding of a range of teaching & learning and behaviour management strategies. You 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. Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise 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 for development. Have a secure knowledge and understanding of your subjects/curriculum areas & related pedagogy including their contribution to cross-curricular learning. Know and understand the relevant statutory and non-statutory curricula & frameworks including those provided through the National Strategies. Know how to use skills in literacy, numeracy and ICT to support your teaching & wider professional activities. Understand how children and young people develop and how the progress & well being of learners are affected 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 teaching. Understand the roles of colleagues eg SENCO and the contributions they can make to the learning, development & well-being of learners. You know when to draw on this expertise. Know the current legal & local requirements, national policies and guidance on the safeguarding the well being of children. Know how to identify potential child abuse or neglect and follow safeguarding procedures. Know how to identify and support children and young people whose progress, development or well-being is affected by changes in their personal circumstances, and when to refer them to specialist support.									
	Teaching & Learning: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, 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. 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 learners' needs. Subjects & Curriculum: Have a more developed knowledge and understanding of your subjects & related pedagogy including how learning progresses within them. Health & well-being: Have sufficient depth of knowledge and experience to be able to give advice on the development & well-being of children.									
	Teaching & Learning: Have a critical understanding of the most effective teaching, learning & behaviour management strategies, including how to select & use approaches that personalise learning to provide opportunities for all learners to achieve their potential. Assessment & Monitoring: 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. Subjects & Curriculum: Have an extensive and deep knowledge and understanding of your subject area & related pedagogy, for example through involvement in wider professional networks associated with your subject area. Achievement & Diversity: Have an extensive knowledge on matters concerning equality, inclusion & diversity in teaching.									
	No additional standards									