**Cross-Reference of Career Stages Against Teaching Standards**

**Early Career Teacher (ECT)**

| **Standard** | **Achieved Expectations** | **Key Areas for CPD** |
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| **Standard 1** | Establishing a safe and stimulating environment, setting goals that stretch and challenge pupils. | Classroom management, setting high expectations, creating a positive learning environment. |
| **Standard 2** | Monitoring progress and attainment, understanding prior knowledge, using AfL strategies. | Assessment for Learning (AfL), data analysis, differentiation. |
| **Standard 3** | Developing subject knowledge, understanding curriculum developments. | Subject-specific training, curriculum planning, staying updated with educational research. |
| **Standard 4** | Planning and teaching well-structured lessons, promoting a love of learning. | Lesson planning, engaging teaching strategies, fostering curiosity. |
| **Standard 5** | Differentiating appropriately, understanding factors inhibiting learning. | Inclusive teaching strategies, understanding SEND, effective differentiation. |
| **Standard 6** | Using assessment effectively, giving regular feedback. | Formative and summative assessment, effective feedback techniques. |
| **Standard 7** | Managing behaviour, establishing clear rules and routines. | Behaviour management strategies, consistent application of school policies. |
| **Standard 8** | Making a positive contribution to the wider life of the school, developing professional relationships. | Building professional relationships, contributing to school activities, effective communication with parents. |

**Main Pay Range (MPR)**

| **Standard** | **Achieved Expectations** | **Key Areas for CPD** |
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| **Standard 1** | Supporting less experienced staff, promoting positive relationships. | Mentoring and coaching, leadership skills, fostering a collaborative environment. |
| **Standard 2** | Consistently monitoring progress, supporting ECTs in planning. | Advanced data analysis, target setting, supporting colleagues in assessment. |
| **Standard 3** | Supporting colleagues with subject knowledge, leading INSET sessions. | Leading professional development, subject leadership, curriculum innovation. |
| **Standard 4** | Supporting ECTs, leading implementation of new techniques. | Advanced lesson planning, integrating technology, innovative teaching methods. |
| **Standard 5** | Modelling inclusive teaching, leading implementation of new strategies. | Inclusive education, advanced differentiation, supporting diverse learners. |
| **Standard 6** | Leading moderation, supporting staff with assessment. | Moderation techniques, assessment leadership, data-driven instruction. |
| **Standard 7** | Modelling effective behaviour management, supporting colleagues. | Advanced behaviour management, conflict resolution, restorative practices. |
| **Standard 8** | Supporting ECTs, leading year group meetings. | Leadership in meetings, effective communication, team collaboration. |

**Upper Pay Range (UPR)**

| **Standard** | **Achieved Expectations** | **Key Areas for CPD** |
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| **Standard 1** | Supporting UPR 1 colleagues, ensuring consistency across the team. | Advanced leadership skills, strategic planning, team management. |
| **Standard 2** | Leading pupil progress review meetings, providing professional support. | Leading data discussions, strategic interventions, supporting school-wide progress. |
| **Standard 3** | Leading professional development, evaluating impact of initiatives. | Evaluating CPD impact, leading whole-school initiatives, curriculum leadership. |
| **Standard 4** | Leading whole school initiatives, promoting intellectual curiosity. | Whole-school event planning, fostering a culture of learning, innovative curriculum design. |
| **Standard 5** | Leading implementation of new strategies, ensuring inclusive practice. | School-wide inclusion strategies, advanced SEND support, leading diversity initiatives. |
| **Standard 6** | Leading whole school moderation, supporting staff with assessment. | School-wide assessment strategies, leading moderation sessions, data leadership. |
| **Standard 7** | Leading school-wide behaviour strategies, ensuring consistency. | School-wide behaviour policies, leading behaviour interventions, promoting positive behaviour. |
| **Standard 8** | Leading whole school events, promoting school vision and values. | Strategic event planning, promoting school ethos, leading community engagement. |

**Leading Practitioner**

| **Standard** | **Achieved Expectations** | **Key Areas for CPD** |
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| **Standard 1** | Demonstrating high competency, providing professional challenge and support. | Advanced instructional leadership, coaching and mentoring, strategic vision. |
| **Standard 2** | Leading aspects of moderation, supporting school-wide strategies. | Leading school improvement, strategic data use, supporting whole-school progress. |
| **Standard 3** | Researching new initiatives, leading professional development. | Educational research, leading innovation, advanced curriculum development. |
| **Standard 4** | Leading professional development, promoting love of learning. | Leading CPD, fostering a culture of continuous improvement, innovative teaching practices. |
| **Standard 5** | Leading implementation of new strategies, ensuring inclusive practice. | Leading inclusion initiatives, advanced differentiation strategies, supporting diverse learners. |
| **Standard 6** | Leading whole school moderation, supporting staff with assessment. | School-wide assessment leadership, advanced data analysis, supporting colleagues. |
| **Standard 7** | Leading school-wide behaviour strategies, ensuring consistency. | Strategic behaviour management, leading school-wide initiatives, promoting positive behaviour. |
| **Standard 8** | Leading whole school events, promoting school vision and values. | Strategic event leadership, promoting school ethos, leading community engagement. |

**Assistant/Deputy Head**

| **Standard** | **Achieved Expectations** | **Key Areas for CPD** |
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| **Standard 1** | Ensuring consistency across the school, supporting colleagues. | Strategic leadership, whole-school consistency, advanced team management. |
| **Standard 2** | Leading school-wide strategies, supporting others in planning. | Strategic planning, leading school improvement, supporting whole-school progress. |
| **Standard 3** | Evaluating impact of initiatives, leading professional development. | Evaluating school initiatives, leading CPD, strategic curriculum leadership. |
| **Standard 4** | Leading whole school initiatives, promoting intellectual curiosity. | Whole-school event leadership, fostering a culture of learning, innovative curriculum design. |
| **Standard 5** | Leading school-wide strategies, ensuring inclusive practice. | Leading inclusion initiatives, advanced SEND support, promoting diversity. |
| **Standard 6** | Leading whole school moderation, supporting staff with assessment. | School-wide assessment leadership, advanced data analysis, supporting colleagues. |
| **Standard 7** | Leading school-wide behaviour strategies, ensuring consistency. | Strategic behaviour management, leading school-wide initiatives, promoting positive behaviour. |
| **Standard 8** | Assisting headteacher with marketing, promoting school vision and values. | Strategic marketing, promoting school ethos, leading community engagement. |