The purpose of the Participant Development Framework is to support you to understand what progress looks like across all three domains of the programme (Teaching and Learning, Leadership, and Movement) and how they connect with one another. You will use this document throughout your first and second year both with your support roles and independently to help you identify your strengths and areas for development. You will use Blue Sky to track and monitor your progress, this document provides the written descriptors for each stage.

In year one, you should be working through levels A-D and in year two you should be working through levels C-F.
## Section one: Teaching

### Section one framework key:

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Leadership</th>
<th>Movement</th>
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</table>

### 1. Participants will make a commitment to contributing (and supporting others to contribute) to the Teach First movement to address educational inequality

- A (First year)
  - Use a network to develop your practice

- B (First year)
  - Contribute to a network

- C (First and second year)
  - Contribute regularly to a network; influence others in and beyond school

- D (First and second year)
  - Contribute to the development of others by sharing good practice within school and across the network

- E (Second year)
  - Lead the development of others so that they are able to impact on pupil progress/attainment

- F (Second year)
  - Constantly further your contribution to the Teach First vision, personally or through others at a school or sector level

### 1. Set high expectations which inspire, motivate and challenge pupils

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- A (First year)
  - Attempt to apply the school’s guidance and expectations
  - Model the behaviour expected by pupils, communicate to pupils what is expected of them in relation to their learning, behaviour and participation

- B (First year)
  - Effectively and consistently apply the school’s guidance and expectations
  - Adopt targets set by the school, or set own with support

- C (First and second year)
  - Establish a safe working environment, ensure pupils behave with respect

- D (First and second year)
  - Reflect the school’s guidance and expectations in all actions and behaviour
  - Ensure all pupils are motivated and able to learn, contribute and participate
  - Set, and ensure pupils achieve, targets that reflect national standards, taking into account pupils’ prior learning

- E (Second year)
  - Consistently and positively model and support the school’s expectations
  - Ensure high levels of interest and enthusiasm for learning, supporting all pupils, regardless of background or disposition, to make good progress
  - Ensure high levels of mutual respect between yourself and pupils

- F (Second year)
  - Lead others to model, set and meet consistently high expectations of pupils

### 1. Use a vision and values to inspire pupils and guide their work

Communicate your values to pupils through setting expectations. Question actions (your own or pupils’) inconsistent with your values. Explain the difference you hope to make within your classroom.

- A (First year)
  - Communicate your values to pupils through setting expectations
  - Question actions (your own or pupils’) inconsistent with your values

- B (First year)
  - Demonstrate and communicate values explicitly

- C (First and second year)
  - Believe all children can learn and that it’s your job to ensure this happens
  - Align classroom practice to your vision
  - Use pupils’ starting points and aspirations to craft a vision that drives high expectations
  - Build a strategic plan to achieve your vision

- D (First and second year)
  - Demonstrate how your vision consistently guides day-to-day work
  - Share your vision with pupils, parents, carers and wider stakeholders
  - Adapt aspects of your vision based on engagement with it, or feedback on it

- E (Second year)
  - Ensure your vision influences all areas of practice within and beyond the classroom
  - Ensure that pupils see the vision as a shared endeavour; all classroom actions and behaviours are made in light of it
  - Work systematically to identify and remove barriers to achieving the vision

- F (Second year)
  - Expertly balance inputs in relation to your vision; invest and engage pupils and all stakeholders in realising the vision - so that they adopt it as their own
  - Ensure that school colleagues are inspired by your vision, see your work as a beacon of good practice and seek to embed this in their classrooms
### Section one: Teaching

#### 2. Promote good progress and outcomes by pupils

Be accountable for learners’ attainment, progress and outcomes. Plan teaching to build on learners’ capabilities and prior knowledge. Guide learners to reflect on the progress they have made and their emerging needs. Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching. Encourage learners to take a responsible and conscientious attitude to their own work and study.

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<thead>
<tr>
<th>A (First year)</th>
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<tr>
<td>• Gather information about pupils’ prior knowledge and learning needs</td>
<td>• Use knowledge of pupils’ prior learning to ensure that teaching is focused on pupils’ next steps</td>
<td>• Use knowledge of pupils’ next steps in learning to pitch teaching at an appropriate level of challenge</td>
<td>• Know, at all times, pupils’ prior learning and next steps, use this to target teaching within and across a series of lessons</td>
<td>• Match highly detailed information about pupils’ prior learning and next steps to the taught curriculum, utilising every opportunity to maximise progress</td>
<td>• Target teaching so effectively that approaches act as models of good practice</td>
</tr>
<tr>
<td>• Attempt to explain the importance of creating opportunities for pupils to review their learning</td>
<td>• Create some opportunities for pupils to reflect on learning</td>
<td>• Create regular opportunities for pupils to reflect on learning; encourage pupils to take responsibility for their own work and study</td>
<td>• Embed regular opportunities for pupil reflection so pupils are able to see opportunities to further their learning</td>
<td>• Ensure pupils reflect and engage with regular feedback so that they take responsibility for their own work and study</td>
<td>• Target pupil reflection such that it demonstrably furthers pupil progress</td>
</tr>
<tr>
<td>• Create plans and resources for pupils’ learning</td>
<td>• Explain what learning is and what this means for progress in your subject or phase</td>
<td>• Use knowledge of how pupils learn to address root causes of poor progress</td>
<td>• Demonstrate excellent knowledge of how pupils learn; use research to address root causes of poor progress and remove barriers so that pupils consistently make good progress</td>
<td>• Review, consider and systematically embed evidenced-informed research about how pupils learn into their practice</td>
<td>• Systematically and effectively use a wide range of research to ensure the highest possible outcomes for pupils across all areas of learning</td>
</tr>
<tr>
<td>• Describe the intended impact of your actions on pupil progress</td>
<td>• Create plans, resources, an appropriate classroom environment and assess pupil work</td>
<td>• Embed regular opportunities for pupils to reflect on learning; encourage pupils to take responsibility for their own work and study</td>
<td>• Systematically check for understanding; anticipate and use well-targeted interventions</td>
<td>• Ensure pupils are adequately prepared for the next stage of their education, training or employment and have attained the relevant qualifications</td>
<td>• Ensure pupils are adequately prepared for the next stage of their education, training or employment and have attained the relevant qualifications</td>
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#### 2. Ensure pupil outcomes are the focus of continued professional and personal development

• Seek and work effectively with all forms of support
• Know that development in teaching and leadership will come through practice
• Ensure that professional and personal development is linked to furthering pupil outcomes
• Recognise when the impact of professional development is disproportionately less than the time spent on it
• Remain objective about failure; persist despite obstacles
• Evaluate the impact of professional and personal development in relation to pupil outcomes
• Prioritise professional and personal development according to the impact it will have on pupil outcomes
• See failure as an opportunity to learn
• Understand the responsibility for pupil outcomes; ensure all classroom activity and professional and personal development is driven by the need to improve pupil progress and attainment
• When under pressure, effectively prioritise professional and personal development according to the impact it will have on pupil outcomes
• Lead by example, influencing others to maintain the same pupil outcomes-focused approach
• When under pressure, make decisions about professional and personal development that lead to improved pupil outcomes
• Influence beyond the classroom so that a demonstrably different approach is taken by others; professional and personal development is focused on pupil outcomes
• Lead others’ professional development, such that those who are under pressure are able to make similarly effective decisions

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**Section one framework key:**

- **Teaching and Learning**
- **Leadership**
- **Movement**
### Section one: Teaching

#### Section one framework key:

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<tr>
<td><strong>3. Demonstrate good subject and curriculum knowledge</strong></td>
<td><strong>3. Demonstrate good subject and curriculum knowledge (teaching of early reading and maths)</strong></td>
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</table>

#### A (First year)

- Know subject area(s)/topic areas being taught and the associated curriculum resources required
- Describe common misconceptions in your subject/phase
- Understand the importance of Standard English and mathematics
- Explain the importance of developing personal subject and curriculum knowledge

#### B (First year)

- Have the required subject knowledge to plan, teach and assess within a given subject/s
- Respond to and develop according to feedback from Subject Knowledge Audits (SKAs)
- Identify misconceptions in pupils' verbal and written work
- Use subject knowledge to inspire pupils' interest, so that they appreciate the value of subject(s) taught

#### C (First and second year)

- Take steps to continue to develop personal subject and curriculum knowledge and use this to address pupils' barriers to learning
- Anticipate pupils' misconceptions and plan to pre-emptively address them
- Ensure a secure grasp of Standard English and mathematics is reflected in all interactions with pupils and classroom materials
- Show passion for subject(s) taught which is reflected in pupils' commitment to and enjoyment of learning

#### D (First and second year)

- Demonstrate excellent phase and subject knowledge; use this to plan for progress and to deepen pupils' own subject knowledge
- Use anticipated misconceptions as teaching points
- Model excellent standards of written and spoken communication at all times; hold pupils to account for their correct use of Standard English and maths
- Make use of every opportunity to develop pupils' English and maths
- Ensure a critical understanding of developments within subject(s) taught
- Capitalise on every opportunity to further pupils' progress in English and maths
- Ensure pupils are able to apply learning in early reading and maths consistently to other subjects

#### E (Second year)

- Lead the development of others' subject/phase curriculum knowledge
- Ensure that pupils' learning is not interrupted or affected by subject-specific misconceptions
- Ensure that pupils consistently demonstrate exemplary standards of English and maths
- Lead others to develop a critical understanding of the developments in a given subject(s)
- Use subject and curriculum knowledge to drive improvements across a phase, department or across the school
- Support others to ensure that pupils' learning is not interrupted or affected by subject-specific misconceptions
- Demonstrate exemplary Standard English and mathematical skills and challenge colleagues to do the same
- Work within the changing educational landscape and incorporate developments into the curriculum of a class, phase/department

#### F (Second year)

- Ensure a secure grasp of Standard English, whatever the teacher's specialist subject. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
### Section one: Teaching

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</table>
| 3. Demonstrate skills and behaviours for Leadership within the education context | Frame leadership development as arising from the challenge of undertaking the LDP  
- Explain how you personally fit into the school’s structure and ethos | Reflect on your own and others’ skills and behaviours for leadership  
- Identify opportunities to demonstrate leadership  
- Know how your school perceives and describes leadership  
- Explain the school’s leadership and governance structure; what this means for the school and you as a teacher | Identify and evaluate skills and behaviours in yourself and others that impact on your individual leadership  
- Take action in line with identified opportunities  
- Understand the history of, and trends in, education development nationally and implications on your practice | Contribute personal knowledge and experience of leadership to support the development of leadership in others  
- Systematically evaluate the result of actions taken to consider where impact could be improved  
- Explain the way education policy is created and embedded into schools | Evidence impact on others’ leadership development  
- Systematically plan next steps to ensure personal impact is sustained in all circumstances  
- Understand the national, education structure, all school types and the differences between them  
- Explain the national, regional and local systems that influence the school’s work |

**Section one framework key:**
- **Teaching and Learning**
- **Leadership**
- **Movement**
## Section one: Teaching

### Section one framework key:
- **Teaching and Learning**
- **Leadership**
- **Movement**

### 4. Plan and teach well-structured lessons

**Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and learner’s intellectual curiosity.**

**Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired. Reflect systematically on the effectiveness of lessons and approaches to teaching.** Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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<tr>
<td><strong>• Explain what Pedagogical Content Knowledge (PCK) (or equivalent) is</strong></td>
<td><strong>• Use knowledge of Pedagogical Content Knowledge (PCK) to identify a sequence of learning</strong></td>
<td><strong>• Use in-depth knowledge of a subject to plan learning as a sequence, rather than according to chunks of time</strong></td>
<td><strong>• Ensure planning utilises teaching time effectively, systematically imparting knowledge so that pupils consistently develop their own subject knowledge</strong></td>
<td><strong>• Accelerate pupil progress through planned sequences of learning by ensuring well-coordinated lesson resources reflect evidence-based pedagogical practice</strong></td>
<td><strong>• Capitalise on every opportunity to extend learners’ progress towards expertise of a subject</strong></td>
</tr>
<tr>
<td><strong>• Consider what pupils need to know or be able to do at the end of every lesson</strong></td>
<td><strong>• Plan to pace learning according to what pupils need to know or be able to do at the end of a lesson/series of lessons</strong></td>
<td><strong>• Ensure planning considers what pupils will be thinking at every stage of the lesson so that pupil activity is directly focused on achieving the lesson’s objective</strong></td>
<td><strong>• Critically evaluate planning and teaching to accurately judge the impact of both on pupil progress so that pupil activity results in demonstrable progress toward planned outcomes</strong></td>
<td><strong>• Take a lead in planning collaboratively with colleagues in order to promote effective practice, and identify and explore links within and between subjects/curriculum areas in your planning</strong></td>
<td><strong>• Demonstrate effective practice, such that you are able to influence practice in planning and teaching beyond your classroom</strong></td>
</tr>
<tr>
<td><strong>• Plan activities that connect to the learning objective(s) and model those properly</strong></td>
<td><strong>• Explicitly model what pupils need to do in order to make progress towards the learning objective</strong></td>
<td><strong>• Use questions, models and guided practice to ensure progress toward objectives</strong></td>
<td><strong>• Consistently develop their knowledge so that pupils are able to think deeply and apply knowledge in a sequence, rather than according to chunks of time</strong></td>
<td><strong>• Contribute to the design and high quality delivery of curricula within your subject or phase</strong></td>
<td><strong>• Demonstrate positive impact on use of others’ time management, organisation and prioritisation resulting in demonstrable impact on pupil outcomes</strong></td>
</tr>
<tr>
<td><strong>• Consider where out of class learning might support pupil progress</strong></td>
<td><strong>• Where appropriate, set and assess out-of-class learning</strong></td>
<td><strong>• Make use of out-of-class learning to both consolidate learning and prepare pupils for new content</strong></td>
<td><strong>• Capitalise on every opportunity to extend learners’ progress towards expertise of a subject</strong></td>
<td><strong>• Set challenging out of class learning that consolidates learning, deepens understanding and prepares pupils well for work to come</strong></td>
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<tr>
<td><strong>• Review and reflect on planning and teaching to consider where learning could be improved</strong></td>
<td><strong>• See reflection as a consistent feature of teaching practice, focused on where learning can be accelerated</strong></td>
<td><strong>• Review and reflect on plans during and after teaching to ensure opportunities for pupil learning are maximised</strong></td>
<td><strong>• Contribute to the design and high quality delivery of curricula within your subject or phase</strong></td>
<td><strong>• Demonstrate effective practice, such that you are able to influence practice in planning and teaching beyond your classroom</strong></td>
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### 4. Demonstrate effective time management, organisation and prioritisation skills

**Plan time to meet immediate priorities**

**Consider how others manage time effectively, seek to embed this learning**

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<tr>
<td><strong>• Plan time to meet immediate priorities</strong></td>
<td><strong>• Plan time to meet medium and long-term priorities including Teach First, school and academic deadlines</strong></td>
<td><strong>• Effectively manage your workload</strong></td>
<td><strong>• Pre-empt and plan for ‘pinch-points’ in the annual calendar to ensure deadlines are comfortably met</strong></td>
<td><strong>• Plan time and prioritise in accordance with an in-depth understanding of where time is likely to have the most impact</strong></td>
<td><strong>• Demonstrate positive impact on use of others’ time management, organisation and prioritisation resulting in demonstrable impact on pupil outcomes</strong></td>
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<tr>
<td><strong>• Consider how others manage time effectively, seek to embed this learning</strong></td>
<td><strong>• Seek and act on advice when experiencing ambiguity or difficulty</strong></td>
<td><strong>• Plan so that all time spent with all support roles is maximised</strong></td>
<td><strong>• Plan time according to the needs of pupils</strong></td>
<td><strong>• Plan time and prioritise in accordance with an in-depth understanding of where time is likely to have the most impact</strong></td>
<td><strong>• Demonstrate positive impact on use of others’ time management, organisation and prioritisation resulting in demonstrable impact on pupil outcomes</strong></td>
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### Section one: Teaching

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<tr>
<td>5. Adapts teaching to respond to the strengths and needs of all pupils</td>
<td>5. Develop a detailed knowledge of pupils’ needs and the school’s policies and procedures for supporting them</td>
<td>5. Build knowledge of pupils’ needs into planning, resourcing, teaching and assessing</td>
<td>5. Develop high quality scaffolding across all subjects/topics so pupils meet challenging targets</td>
<td>5. Consistently and effectively use and evaluate an appropriate range of research-informed teaching strategies to engage and support pupils</td>
<td>5. Research, access and embed external evidence and expertise in teaching so as to carefully adapt teaching in response to pupil need</td>
</tr>
<tr>
<td>- Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively. Have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these. Demonstrate an awareness of learners’ physical, social and intellectual development, and know how to adapt teaching to support learners’ education at different stages of development. Have a clear understanding of the needs of all learners, including those with special educational needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</td>
<td>- Take some steps to address pupils’ barriers to learning in planning (including those with special education needs and/or English as an additional language)</td>
<td>- Engage others, including parents and carers, in their work to address pupils’ needs</td>
<td>- Act pre-emptively to systematically address the range of barriers to pupils’ learning, securing progress for all pupils</td>
<td>- Plan and teach in such a way that prevents potential barriers from ever being realised</td>
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<tr>
<td>- Identify common educational myths related to pupil learning</td>
<td>- Use a variety of strategies to scaffold pupil learning within lessons</td>
<td>- Scaffold pupils’ learning within lessons ensuring pupil progress</td>
<td>- Select and systematically embed a range of resources and support into pupil learning</td>
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</tr>
<tr>
<td>- Actively explore research in order to further pupils’ progress</td>
<td>- Respond to advice in addressing pupils’ needs and work with support staff /other professionals where appropriate</td>
<td>- Identify any pupil falling behind, and take action to support them</td>
<td>- Consistently plan to address a range of barriers to learning, and through teaching and effective use of intervention, pre-empt any potential barriers to learning to ensure they do not hinder progress</td>
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<tr>
<td>- Reflect on and evaluate your practice in light of research and evidence available</td>
<td>- Develop high quality scaffolding across all subjects/topics so pupils meet challenging targets</td>
<td>- Access, embed and evaluate relevant support or strategies in order to quickly and effectively address pupils’ barriers to learning</td>
<td>- Ensure pupils’ learning, securing progress for all pupils</td>
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<td></td>
</tr>
<tr>
<td>- Describe key considerations in evaluating research and evidence including validity, reliability, teacher bias and stereotyping</td>
<td>- Critically assess examples of evidence-informed change to your own teaching practice</td>
<td>- Critically assess a range of research to make valid judgements of what strategies and approaches will lead to greatest impact</td>
<td>- Lead others to apply the same rigour in relation to evidence-informed practice</td>
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</tr>
<tr>
<td>- Apply known examples of evidence-informed change to your own teaching practice</td>
<td>- Challenge prevailing assumptions when warranted and suggest better approaches</td>
<td>- Apply a simple research method to undertake a structured evaluation into the effectiveness of your own teaching</td>
<td>- Enhance a structured evaluation into your own teaching</td>
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<tr>
<td>- Synthesise and share research evidence as an example of leadership within your phase or subject area</td>
<td>- Critically assess a range of research to make valid judgements of what strategies and approaches will lead to greatest impact</td>
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### Section one framework key:

- **Teaching and Learning**: Development, and know how to adapt teaching to support learners’ education at different stages of development. Have a clear understanding of the needs of all learners, including those with special educational needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- **Leadership**: Have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these. Demonstrate an awareness of learners’ physical, social and intellectual development, and know how to adapt teaching to support learners’ education at different stages of development. Have a clear understanding of the needs of all learners, including those with special educational needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- **Movement**: Plan and teach in such a way that prevents potential barriers from ever being realised.
### Section one: Teaching

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<tr>
<td>6. Makes accurate and productive use of assessment</td>
<td>Know some assessment strategies</td>
<td>Use a range of strategies including formative, summative and statutory assessments</td>
<td>Use detailed knowledge of a range of assessment strategies to adapt your planning and teaching appropriately</td>
<td>Know of and use a range of assessment types and strategies to accurately assess pupil progress against national benchmarks</td>
<td>Use a range of assessment types and strategies to confidently set the pace of pupils’ learning, targeting teaching to individuals and groups accordingly</td>
</tr>
<tr>
<td>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Make use of formative and summative assessment to secure learners’ progress. Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to feedback.</td>
<td>Have accessed pupil targets set by school</td>
<td>Use pupils targets and data to track progress and record this appropriately</td>
<td>Accurately assess pupil progress regularly and use these records to set appropriately challenging targets and inform all planning</td>
<td>Systematically check for learners’ understanding: uses formative and/or summative assessment, anticipate where intervention is required and act accordingly</td>
<td>Use a comprehensive knowledge of pupil data to provide timely, accurate and constructive feedback on attainment, progress and areas for development</td>
</tr>
<tr>
<td>- Explain the importance of formative and summative assessment</td>
<td>Provide feedback that enables pupils to describe what they have achieved and what they need to improve</td>
<td>Use assessment data to provide feedback that enables pupils to describe their attainment and next steps in learning</td>
<td>Explain the difference between - and importance of - individual, group, class, school, local and national data types</td>
<td>Ensure pupils take responsibility for their learning</td>
<td>Have a detailed knowledge of a range of data sets within your department or phase and use this to support colleagues to make the greatest impact on pupil progress</td>
</tr>
<tr>
<td>- Gather and record some pupil data</td>
<td>Provide accurate and regular feedback, ensure pupils respond to it</td>
<td>Use assessment data to provide feedback that enables pupils to describe their attainment and next steps in learning</td>
<td>Use a variety of pupil data including individual, group, class, school, local and national to situate the relative progress of pupils</td>
<td>Systematically check for learners’ understanding: uses formative and/or summative assessment, anticipate where intervention is required and act accordingly</td>
<td>Know how to critique both the assessment type and resulting data set and advise others as to its value</td>
</tr>
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<td>- Provide some feedback to pupils orally and through marking</td>
<td>• Provide accurate and regular feedback, ensure pupils respond to it</td>
<td>• Explain the difference between - and importance of - individual, group, class, school, local and national data types</td>
<td>• Use formative and/or summative assessment techniques available; select techniques based on evidence of their effect</td>
<td>• Work with support roles</td>
<td>• Embed assessment seamlessly into teaching</td>
</tr>
<tr>
<td>6. Makes accurate and productive use of feedback, reflection and targeting setting</td>
<td>• Recognise the value of reflection and feedback</td>
<td>• Use models of reflection and feedback to critique personal performance</td>
<td>• Systematically reflect on your development and set precise objectives and action that ensure progress</td>
<td>• Be proactive in objective and action setting; take the lead in identifying areas for development, and acting accordingly</td>
<td>• Use a feedback model to give appropriate, developmental feedback to a colleague</td>
</tr>
<tr>
<td>• Use support roles to identify areas of development and to both set and act on developmental objectives and actions</td>
<td>• Work with support roles and others to identify, define and select achievable objectives and actions and respond actively to feedback</td>
<td>• Appreciate feedback from a range of sources; filter any disparate or contradictory feedback and decide what to respond to</td>
<td>• Be able to use a feedback model to give appropriate, developmental feedback to a colleague</td>
<td>• Plan next and sustainable steps in your professional development based on a detailed assessment of areas for development and a clear idea of desired progress and impact</td>
<td>• Give, receive and use accurate, developmental feedback with peers and colleagues</td>
</tr>
<tr>
<td></td>
<td>• Describe how you best receive and process feedback so that it is acted upon</td>
<td>• Systematically reflect on your development and set precise objectives and action that ensure progress</td>
<td>• Be able to use a feedback model to give appropriate, developmental feedback to a colleague</td>
<td>• In service of effective school-wide professional development, support others to become reflective practitioners</td>
<td>• In service of effective school-wide professional development, support others to become reflective practitioners</td>
</tr>
</tbody>
</table>
### Section one framework key:

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Leadership</th>
<th>Movement</th>
</tr>
</thead>
</table>

#### 7. Manage behaviour effectively to ensure a good and safe learning environment

- **A (First year)**
  - Implement routines and expectations based on the school’s policy
  - Explain your personal responsibility for pupils’ behaviour and learning
  - Start to build positive relationships with pupils, developing an appropriate classroom authority
  - Begin to use planning, teaching and resourcing to contribute towards positive pupil behaviour, but recognise that these are not the only factors required

- **B (First year)**
  - Communicate and consistently embed rules and routines for behaviour
  - Describe the reciprocal relationship between managing behaviour and the impact on learning
  - Develop positive relationships with pupils to facilitate learning
  - Exercise appropriate authority; act decisively when necessary
  - Seek additional support where significantly challenging behaviour is demonstrated

- **C (First and second year)**
  - Have a systematic approach to classroom management rooted in positive relationships with pupils and adults
  - Ensure pupils behave according to agreed standards, create a safe environment conducive to learning
  - Identify and tackle bullying
  - Define, articulate, communicate and sustain high expectations of behaviour
  - Maintain a clear classroom authority, ensure potential interruptions do not impede the learning of others

- **D (First and second year)**
  - Consistently and fairly apply routines ensuring pupils are always able to learn
  - Communicate and embed high expectations such that pupils behave respectfully and courteously within and beyond the classroom at all times
  - Work to ensure all forms of bullying are prevented or stopped
  - Deploy appropriate sanctions, rewards and praise as required, ensuring high levels of involvement and motivation
  - Anticipate challenges in behaviour and address these before they present a barrier to learning

- **E (Second year)**
  - Effectively embed routines resulting in a calm, purposeful learning environment at all times
  - Set expectations which support pupils to develop in ways others would not have thought possible
  - Maintain clear classroom authority and positive relationships which result in pupils motivated in all areas of their work

- **F (Second year)**
  - Show a critical understanding of the most effective classroom strategies which support the development of a positive classroom and school culture where pupils develop into curious and committed learners in and out of the classroom
  - Work to develop pupils whose exemplary behaviour is recognised beyond the classroom by teachers who seek to embed practice into theirs

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#### 7. Can understand, influence and create an organisational culture

- **A (First year)**
  - Recognise the features of a classroom culture focused on high expectations
  - Describe your role in leading the creating and setting of classroom culture
  - Explain the importance of credibility in relation to influencing others

- **B (First year)**
  - Actively support the culture of the department or phase
  - Explain the value of engaging others, build relationships and networks within the school
  - Treat people with respect independent of their status or stance on issues

- **C (First and second year)**
  - Contribute positively to the culture of the department or phase in response to pupil and class needs
  - Use positive relationships to influence colleagues and peers so that pupils benefit
  - Reflect on the school culture using theory or models of organisational culture

- **D (First and second year)**
  - Prioritise the continued development of relationships and alliances in school
  - Identify potentially negative influences/aspects of school culture and act to remedy these in an appropriate way
  - Make decisions that don’t negatively affect others

- **E (Second year)**
  - In order to create the desired organisational culture, influence stakeholders to bring about change
  - Have the confidence and skills to lead an area of practice within the department or phase and within this set and maintain a positive culture

- **F (Second year)**
  - In order to create the desired organisational culture, influence the full range of stakeholders in a variety of ways in order to bring about change as quickly as possible
  - Have the confidence and skills to lead an area of practice throughout the school ensuring the focus remains on closing gaps
### Section one: Teaching

#### 8. Fulfil wider professional responsibilities

<table>
<thead>
<tr>
<th>A (First year)</th>
<th>B (First year)</th>
<th>C (First and second year)</th>
<th>D (First and second year)</th>
<th>E (Second year)</th>
<th>F (Second year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider how you can contribute to the wider life and ethos of the school</td>
<td>• Take steps to contribute to school life outside the classroom</td>
<td>• Balance your contribution to school with the role of class teacher whilst maintaining effectiveness and wellbeing</td>
<td>• Connect your contribution to school to agreed school development priorities</td>
<td>• Lead or support with agreed school improvement priorities</td>
<td>• Understand and proactively address school improvement priorities</td>
</tr>
<tr>
<td>• Recognise the value that support roles and colleagues offer</td>
<td>• Develop effective, professional relationships with support roles and other colleagues; draw on them for advice</td>
<td>• Evidence how positive relationships with colleagues and parents have supported pupils’ progress</td>
<td>• Develop positive and mutually beneficial relationships with colleagues</td>
<td>• Build positive, reciprocal and supportive relationships with support roles and colleagues which influence pupil progress within and beyond the classroom</td>
<td>• Proactively and consistently communicate with parents and carers and the wider community about pupils’ achievements and wellbeing</td>
</tr>
<tr>
<td>• Start to communicate with parents/carers</td>
<td>• Plan and deploy support staff to maximise pupil progress</td>
<td>• Seek and respond to advice and guidance from others, securing improvements in practice as a result</td>
<td>• Interact purposefully and positively with parents/carers about pupil progress, attainment and pastoral development, responding to their feedback where necessary</td>
<td>• Build capacity in support staff</td>
<td>• Promote and challenge colleagues to use evidence-informed practice, demonstrate large-scale pupil impact as a result</td>
</tr>
<tr>
<td>• See effective practice and reflect on what it means for your own practice</td>
<td>• Keep parents/carers up-to-date with pupils’ education</td>
<td>• Access effective practice and systematically yet critically embed this into your practice</td>
<td>• Access effective practice and systematically yet critically embed this into your practice</td>
<td>• Lead and support others to engage in an iterative cycle of professional development resulting in improved outcomes for pupils</td>
<td>• Support others’ wellbeing through influencing school culture and expectations</td>
</tr>
</tbody>
</table>

#### 8. Take responsibility for own behaviour and wellbeing

- Craft a personal definition of wellbeing
- Attempt strategies to manage your time
- Make decisions that support positive wellbeing
- Recognise areas of work that may lead you to feel overwhelmed
- Make decisions that preserve wellbeing in the short- and-medium term
- Manage situations in which you feel overwhelmed and take action to alleviate pressure
- Pre-empt where personal wellbeing is likely to be challenged and seek to take steps to address this
- See the impact you are having in class as a driver of professional satisfaction
- Confidently maintain personal wellbeing
- Support others’ wellbeing through a work-life balance, despite work-related pressure, enabling others to do the same
Section two: Personal and professional conduct

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
• having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
• showing tolerance of and respect for the rights of others
• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
• having the required knowledge of the Prevent Strategy and using it as required
• ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law
• having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
• having an understanding of, and always acting within, the statutory frameworks which set out their professional duties and responsibilities