**Career stage expectations: Hatton Academies Trust Teacher Standards for Sir Christopher Hatton Academy – Self Assessment.**

**Name: Pay Point: Date:**

**Introduction:**

The purpose of these career stage expectations is to ensure clarity, parity and fairness for all teaching staff taking into account their career stage and the school context. These should be read alongside the Teacher Standards 2012 and used to inform career progression and the appraisal dialogue.

All the Teacher Standards are addressed across the four professional areas but each standard should be referred to for further detail to provide additional guidance.

Staff should be aware that appraisal judgements and recommendations will be made on performance *over time* across all professional areas.

**- Performance is below career stage expectations**

**= Performance meets career stage expectations**

**+ Performance exceeds career stage expectations**

**HAT PROFESSIONAL STANDARDS: PROFESSIONAL OUTCOMES (SECONDARY)**

Results over time (including groups of students) evidenced though: exam analysis; predictions; interventions; tracking.

National standards: 1.1 (2); 1.2 (1); 1.6 (1,3); Preamble

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| **Professional area criteria** | **Professional judgement over time** |
| **+** | **=** | **-** | **Standards for professional dialogue** |
| **BAND 1: TEACHER (P1-P3)****With appropriate professional support for the teacher, classes to achieve academy targets on average across teaching groups.** Examination classes usually meet target with any exceptions being supported by HoD and evidence of intervention/support given to group recorded in PM meetings.Targets will relate to some or all of: FFTd (value added); Expected progress (3+ levels) – all year groups; Above expected progress (4+ levels) – all year groups; Targets will be adapted to reflect changes in national expectations and the removal of levels. This will include progress 8.KS5: With appropriate professional support for the teacher, most pupils achieve in line with academy expectations (ALPs); some exceed them. |  |  |  | **+** |
| **-** |
| **BAND 2: ACCOMPLISHED TEACHER (P4-P6)****Classes to achieve academy targets on average across teaching groups.** Examination groups to achieve academy targets on average across examination groups. Exceptions will be rare and in this situation, the group will be expected to achieve target when specific student(s) (agreed with the Associate Principal) are excluded.Targets will relate to some or all of:FFTd (value added); Expected progress (3+ levels) – all year groups; Above expected progress (4+ levels) – all year groups; Targets will be adapted to reflect changes in national expectations and the removal of levels. This will include progress 8.KS5: Most pupils achieve in line with academy expectations (ALPs); some exceed them |  |  |  | **+** |
| **-** |
| **BAND 3: EXPERT TEACHER (P7-P9)****Classes to achieve academy targets on average across teaching groups.** All examination groups to achieve / exceed target. Any exceptions will be extremely rare and in this situation, the group will be expected to achieve target when specific student(s) (agreed with Director of Standards) are excluded.Targets will relate to some of or all of:FFTd (value added); Expected progress (3+ levels) – all year groups; Above expected progress (4+ levels) – all year groups; Targets will be adapted to reflect changes in national expectations and the removal of levels. This will include progress 8.KS5: Almost all pupils achieve in line with academy expectations (ALPs); some pupils exceed them |  |  |  | **+** |
| **-** |
| **BAND 4: LEADING PRACTITIONER (P10-P14)****Classes to achieve academy targets on average across teaching groups.** All examination groups to achieve / exceed target. Any exceptions will be extremely rare and in this situation, the group will be expected to achieve target when specific student(s) (agreed with Director of Standards) are excluded.Targets will relate to some of or all of:FFTd (value added); Expected progress (3+ levels) – all year groups; Above expected progress (4+ levels) – all year groups; Targets will be adapted to reflect changes in national expectations and the removal of levels. This will include progress 8.KS5: Almost all pupils achieve in line with academy expectations (ALPs); some pupils exceed them. |  |  |  | **+** |
| **-** |

**HAT PROFESSIONAL STANDARDS: PROFESSIONAL PRACTICE**

Teaching over time evidenced through: lesson plans, lesson observations, learning walks, class profiles, marking review, work scrutiny.
National Standards: 1.1 (1); 1.2 (2,3,4,5); 1.3 (1,3); 1.4 (1,2,3); 1.5 all; 1.6 (1,2,4); 1.7 (1,2,3); 1.8 (3); 2.1 (2,4); Preamble

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| **Professional area criteria** | **Professional judgement over time** |
| **+** | **=** | **-** | **Standards for professional dialogue** |
| **BAND 1: TEACHER (P1-P3)**All teaching practice meets minimum school expe*c*tations.Many- but not all-aspects of teaching over time are good |  |  |  | **+** |
| **-** |
| **BAND 2: ACCOMPLISHED TEACHER (P4-P6)**On balance, all aspects of teaching over time are good. |  |  |  | **+** |
| **-** |
| **BAND 3: EXPERT TEACHER (P7-P9)**On balance all aspects of teaching over time are at least good with outstanding practice clearly evident. |  |  |  | **+** |
| **-** |
| **BAND 4: LEADING PRACTITIONER (P10-P14)**On balance, most aspects of teaching over time are outstanding. |  |  |  | **+** |
| **-** |

**HAT PROFESSIONAL STANDARDS: PROFESSIONAL RELATIONSHIPS**

Relationships with pupils, parents/carers and colleagues evidenced through: classroom displays, reports, parental contact, use of support staff and other colleagues (lesson plans/emails), minutes of meetings, cross curricular teams, extracurricular opportunities

National Standards 1 (1); 1.6 (4); 1.7 (4); 1.8 (2,3,5); 2.1 (1,3,4); Preamble

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| **Professional area criteria** | **Professional judgement over time** |
| **+** | **=** | **-** | **Standards for professional dialogue** |
| **BAND 1: TEACHER (P1-P3)**Positive, professional working relationships with pupils, colleagues and parents enhances provision and extracurricular opportunities. |  |  |  | **+** |
| **-** |
| **BAND 2: ACCOMPLISHED TEACHER (P4-P6)**Positive, professional working relationships with pupils, colleagues and parents enhances provision and extracurricular opportunities.Contributes to the work of the subject/class/Key Stage team to enhance the type and quality of provision. |  |  |  | **+** |
| **-** |
| **BAND 3: EXPERT TEACHER (P7-P9)**Plays a senior proactive role within the departmental/faculty to enhance the type and quality of provision and extracurricular opportunities.Has an academy-wide role by participating in academy-wide teams to improve the type and quality of provision. |  |  |  | **+** |
| **-** |
| **BAND 4: LEADING PRACTITIONER (P10-P14)**Plays a senior proactive role within the departmental/ faculty to enhance the type and quality of provision and extracurricular opportunities.Has an academy-wide role by participating in academy-wide teams or academy-trust wide to improve the type and quality of provision. Contributes to the enhancement of quality and provision at the academy-trust level. |  |  |  | **+** |
| **-** |

**HAT PROFESSIONAL STANDARDS: PROFESSIONAL DEVELOPMENT**

Development of self and others evidenced through: effective self-evaluation against professional standards, SOW development, development of subject knowledge, understanding of subject and curriculum development, moderation of work, literacy and numeracy, pupil groups and their needs, peer observations, CPD workshops, action research, internal/external CPD, coaching, mentoring, safeguarding, use of wider professional networks, meetings of minutes

National Standards:1.3 (1,2,3); 1.4 (5), 1.5 (2,3,4), 1.6 (1); 1.8 (4); 2.1 (2); 2.3; Preamble

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| **Professional area criteria** | **Professional judgement over time** |
| **+** | **=** | **-** | **Standards for professional dialogue** |
| **BAND 1: TEACHER (P1-P3)**Able, with support, to identify key professional development needs. Responds positively to advice and feedback.Attends all directed CPD activities. |  |  |  | **+** |
| **-** |
| **BAND 2: ACCOMPLISHED TEACHER (P4-P6)**Fully competent practitioner who keeps up to date with changes and adapts practice accordingly by taking a proactive role in accessing relevant support and professional development. Responds positively to advice and feedback. Attends all directed CPD activities. |  |  |  | **+** |
| **-** |
| **BAND 3: EXPERT TEACHER (P7-P9)**Plays a proactive role in leading the professional development of departmental/faculty colleagues which leads to improved outcomes for pupilsResponds positively to advice and feedback. Attends all directed CPD activities. |  |  |  | **+** |
| **-** |
| **BAND 4: LEADING PRACTITIONER (P10-P14)**Plays a proactive role in leading the professional development of colleagues across the academy and multi-academy trust. This role results in improved teacher performance and/or outcomes for their pupils.Is proactive in determining professional development needs of colleagues and securing appropriate CPD.Responds positively to advice and feedback. Attends all directed CPD activities. |  |  |  | **+** |
| **-** |

**HAT PROFESSIONAL STANDARDS: PROFESSIONAL CONDUCT**

Appropriate role model evidenced through: form tutor, academic mentoring, consistently following school policies, use of rewards and sanctions, duties, extracurricular/ enrichment, good attendance/ punctuality, appropriate dress, meeting deadlines.
National Standards 1.1 (3); 1.7 (1); 1.8 (1); 2.1 (all); 2.2; 2.3; Preamble

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| **Professional area criteria** | **Professional judgement over time** |
| **+** | **=** | **-** | **Standards for professional dialogue** |
| **BAND 1: TEACHER (P1-P3)**Meets all standards. |  |  |  | **+** |
| **-** |
| **BAND 2: ACCOMPLISHED TEACHER (P4-P6)**Meets all standards. |  |  |  | **+** |
| **-** |
| **BAND 3: EXPERT TEACHER (P7-P9)**Meets all standards.Contributes to the development and evaluation of policies at department or year group level. |  |  |  | **+** |
| **-** |
| **BAND 4: LEADING PRACTITIONER (P10-P14)**Meets all standards.Contributes to the development and evaluation of policies at whole school level. |  |  |  | **+** |
| **-** |