**SHF_blackandgreyAppendix B – Stoke Hill Federation Career Stage Expectations Initial Assessment and Audit**

**CONFIDENTIAL**

**Name Pay Point Date Self/School Assessment**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional**  **Area** | **Relevant**  **Standards** | **M2/3** | **M4/5** | **M6** | **UPS 1/2** | **UPS 3** | **🗸** | **+** | **-** | **Standards For**  **Professional**  **Dialogue** |
| **PROFESSIONAL**  **PRACTICE –**  **triangulation of evidence over time.** | **1.1(1);1.2(2,3,5)**  **1.3 (1,3) 1.4(1,2,3) 1.5 all**  **1.6 (1) 1.7 (1,2,3)**  **1.8 (3) 2.1 (2,4)**  **Preamble** | **Judgements about an individual teacher’s practice will be informed by the evidence as indicated by their career stage expectations detailed below, which is gathered over each term and finalised by the end of the academic year.** | | | | |  |  |  | **+**  **-** |
| **X2 satisfactory and X1 good:**  **observations, both formal/informal**  **learning monitors/pupil voice**  **environment**  **monitors** | **X1 satisfactory and X2 good:**  **Observations, both formal/informal**  **learning monitors/pupil voice**  **environment monitors** | **X3 good:**  **observations, both formal/informal**  **learning monitors/pupil voice**  **environment monitors** | **X2 good and X1 outstanding:**  **observations, both formal/informal**  **learning monitors/pupil voice**  **environment**  **monitors** | **X1 good and X2 outstanding:**  **observations, both formal/informal**  **learning monitors/pupil voice**  **environment monitors** |  |  |  |
| **PROFESSIONAL**  **OUTCOMES** | **1.1(2) 1.2(1,2,3)**  **1.5(1) 1.6 (3,4)**  **Preamble** | **All pupils to achieve Age Related Expectations (ARE)\*.** | | | | |  |  |  | **+**  **\_** |
| **PROFESSIONAL**  **RELATIONSHIPS** | **1.1(1) 1.6(4)**  **1.7(4) 1.8(2,3,5)**  **2.1 (1,3,4)**  **Preamble** | **Positive working relationships with pupils, colleagues and parents** | **These relationships are securely focussed on improving provision for pupils** | **Professional relationships with pupils, colleagues and staff lead to excellent class provision** | **Plays a proactive role in building Key Stage teams to improve provision and outcomes** | **Plays a clearly defined role in building school wide teams to improve provision and outcomes** |  |  |  | **+**  **\_** |

**🗸Performance meets career stage expectations + Performance may exceed career stage expectations**

**- Performance may be below career stage expectations**

**SHF_blackandgreyAppendix B – continued**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional**  **Area** | **Relevant**  **Standards** | **M2/3** | **M4/5** | **M6** | **UPS 1/2** | **UPS 3** | **🗸** | **+** | **-** | **Standards For**  **Professional**  **Dialogue** |
| **PROFESSIONAL**  **DEVELOPMENT** | **1.2(4,5)**  **1.3(1,2,4,5) 1.4(5) 1.5(2,3,4)**  **1.6(1) 1.8(4)**  **2.1(2) 2.3**  **Preamble** | **Able, with support, to identify key professional development needs and respond to advice and feedback, including accessing relevant support and professional development from colleagues** | **Takes a proactive role in accessing relevant support and professional development from colleagues** | **Fully competent practitioner able to keep up to date with changes and adapt practice accordingly e.g. year group meetings** | **Plays a proactive role in leading the professional development of EYFS or KS colleagues e.g. year group meetings, PDMs.**  **Plays a public role in leading Assemblies, Sports Days & Public events** | **Plays a proactive role in leading the professional development of colleagues across the school as for UPS 1 & 2.**  **Plays a role in supporting the development of the Federation.** |  |  |  | **+**  **\_** |
| **PROFESSIONAL CONDUCT** | **1.1(3) 1.7(1)**  **1.8(1) 2.1(all)**  **2.2 2.3**  **Preamble** | **Meets all standards** | **Meets all standards** | **Meets all standards** | **Meets all standards** | **Meets all standards** |  |  |  | **+**  **\_** |

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**- Performance may be below career stage expectations**

**\*Exceptions to all pupils achieving ARE could be:**

* **Pupils started the year performing well below ARE (age related expectations)**
* **Pupils with SEN&D (special educational needs and/or disability)**
* **Pupils in challenging circumstances**

**Where this is the case the class teacher and a member of the LT or SENCo will review pupil achievement together.**

**FLT June 2015**