St. George's skills descriptors for the three- band level 2023

Skill area	Teachers' Standards	Teacher					Expert Teacher					
		M M M M M M 1 1a 2 2a 3 3a Progress seen towards M6 each year	M4	М4а	M5	М5а	M6	UPR1	UPR2	UPR3	UPR4	UPR5
Teaching	Preamble 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	Many, but not all, aspects of teaching are good over time	All aspe teaching good ov	g are	All aspects of teaching are good over time and are moving towards outstanding		All aspects of teaching are good over time some being outstanding	All aspe teaching good ov with ma outstand	g are er time, ny being	All aspects of teaching are good over time, with much being outstanding		All aspects of teaching are good over time, with the majority being outstanding

	Preamble	With appropriate	Most students	Most students	Most students	Cignificant	Many of the	Most of the
	1.1, 1.2,	With appropriate	progress in line	progress in line	progress in line	Significant numbers of	Many of the students	students
		support, most	with school	with school	with school	students	exceed	exceed
	1.5, 1.6	students progress						
		in line with school	expectations	expectations	expectations	exceed	expectations	expectations
		expectations	without support or where the	without support or where the	without support or where the	expectations	Without support	Without support
						Without support		
			teacher carries	teacher carries	teacher carries			
			out the advice	out the advice	out the advice			
.			of additional	of additional	of additional			
en			support i.e.	support i.e. interventions in	support i.e. interventions in			
Achievement			interventions in					
) ×			the classroom	the classroom	the classroom			
hie				and begin to exceed	and some begin to exceed			
Ac								
	Dragonable	There are positive	Desitive weathing	expectations	expectation	Marking.	\\/ordring	Marking
	Preamble	There are positive	Positive working	Positive working	Positive working	Working	Working	Working
	1.1, 1.6,	working	relationships	relationships	relationships	relationships	relationships	relationships
	1.7, 1.8, 2.1	relationships with	result in good	result in good or	result in good or	with colleagues show a	with colleagues show a	with colleagues show a
	2.1	students,	progress by all	better progress	better progress			commitment to
		colleagues and	groups of students and	by all groups of	by all groups of students and	commitment to	commitment to	
		parents		students and		helping them	helping them	helping them
S			the sharing of	the sharing of	the sharing of	improve	improve	improve
ا ن <mark>ح</mark>			good practice with others	good practice with others	good practice with others	professionally via CPD	professionally	professionally
Isl			WILLIOUTEIS	within the KS	across the		e.g. coaching,	Via e.g.
Relationships				within the NS	school	opportunities	mentoring.	coaching,
lat					3011001			mentoring, providing advice
Re								and feedback
								and reedback

	Preamble	Develops	Takes a lead in	Takes a lead in	Takes a lead in	Leads the	Leads the	Leads the
	1.2, 1.3,	professional	identifying	identifying	identifying	professional	professional	professional
	1.4, 1.5,	practice with	areas for	areas for	areas for	development of	development of	development of
ent	1.6, 1.8,	support from	professional	professional	professional	others so that	others so that	others so that
	2.1	experienced	development	development	development	their practice	their practice	their practice
opm		colleagues	and	and	and	significantly	significantly	significantly
Develo		_	successfully	successfully	successfully	improves	improves Via	improves Via
e e			acting on them	acting on them	acting on them	via CPD	e.g. coaching,	e.g. coaching,
				so practice	so practice	opportunities	mentoring.	mentoring,
Self-				improves.	improves			providing advice
S				•	significantly.			and feedback

Can diversify Evidence of Can diversify Can diversify Can diversify Starts working in a Evidence of ability to work ability to work ability to work special school effectively effectively ability to work setting with one meeting the meeting the anywhere in the anywhere in the anywhere in the anywhere in the age group and needs of a needs of a school school school school irrespective of one predominant range of needs wider range of irrespective of irrespective of irrespective of need type or and age groups/ needs and age curriculum curriculum curriculum curriculum subject. Develops stages of groups/ stages requirement. requirement, requirement. requirement. ability over time to education. of education. age, behaviour age, behaviour age, behaviour age, behaviour Behaviour meet needs fully Behaviour or need type. or need type. or need type. or need type. and effectively. Behaviour Subject/syllabus Subject/syllabus Subject/syllabus management is management is Starts to diversify good. management management strona. management is management Subject/syllabus skills have an skills have an ability to meet a Subject/syllabus strong. skills have an wider range of Subject/syllabus management management impact on impact on impact on needs/subjects, a skills develop skills have an management outcomes outcomes outcomes and improve impact on skills have an across key across the across the different whole school predominant need over time within outcomes within impact on stages and all whole school their key stage their key stage and/ or wider age outcomes within need types. Via and all need and all need groups within for their key stage monitoring the or need type. or need type. types. types. and all need Via monitoring example a key Curriculum subject lead is Via monitoring the subject lead stage. Behaviour knowledge able to advise the subject lead types. deepens in key management is other is able to advise is able to advise effective. colleagues. whole school whole school areas. Subject/syllabus and lead and lead management skills development. development develop and and manage improve over time change. Contextual within their work area. Curriculum knowledge begins to specialise in a key area.

	Preamble	
<u>5</u>	1.1, 1.7, 1.8, 2.1, 2.2, 2.3	
ੀ ਰ	1.8, 2.1,	
l o	2.2, 2.3	
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