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

Skill area	Teachers' Standards	Band 1 Teacher						Band 2 Accomplished Teacher				Band 3 Expert Teacher				
		M1	M1a	M2	M2a	M3	M3a	M4	M4a	M5	M5a	M6	UPR1	UPR2	UPR3	UPR4	UPR5
		Progress seen towards M6 each year															
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 aspects of teaching are good over time		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 aspects of teaching are good over time, with many being outstanding		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

Achievement	Preamble 1.1, 1.2, 1.5, 1.6	With appropriate support, most students progress in line with school expectations	Most students progress in line with school expectations without support or where the teacher carries out the advice of additional support i.e. interventions in the classroom	Most students progress in line with school expectations without support or where the teacher carries out the advice of additional support i.e. interventions in the classroom and begin to exceed expectations	Most students progress in line with school expectations without support or where the teacher carries out the advice of additional support i.e. interventions in the classroom and some begin to exceed expectation	Significant numbers of students exceed expectations Without support	Many of the students exceed expectations Without support	Most of the students exceed expectations Without support
Relationships	Preamble 1.1, 1.6, 1.7, 1.8, 2.1	There are positive working relationships with students, colleagues and parents	Positive working relationships result in good progress by all groups of students and the sharing of good practice with others	Positive working relationships result in good or better progress by all groups of students and the sharing of good practice with others within the KS	Positive working relationships result in good or better progress by all groups of students and the sharing of good practice with others across the school	Working relationships with colleagues show a commitment to helping them improve professionally via CPD opportunities	Working relationships with colleagues show a commitment to helping them improve professionally e.g. coaching, mentoring.	Working relationships with colleagues show a commitment to helping them improve professionally Via e.g. coaching, mentoring, providing advice and feedback

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

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

| **Conduct** | Preamble 1.1, 1.7, 1.8, 2.1, 2.2, 2.3 | |