

This framework draws together current standards and role expectations. It is a guide to help in identifying possible areas for professional development.

	Knowledge & understanding	Planning & setting expectations	Teaching & managing pupil learning	Assessment & evaluation	Pupil achievement	Relations with parents & wider community	Managing own performance & development	Managing & developing staff & other adults	Managing resources	Strategic leadership
<p><b>End of Induction</b></p> <p>At the end of induction teachers meet all the standards required for Qualified Teacher Status (QTS) and Induction. These include: curricular knowledge, planning and expectations, teaching and assessing and taking responsibility for their own professional development.</p>	<ul style="list-style-type: none"> <li>Have a secure knowledge and understanding of their specialist subject(s) (or secondary equating to degree level, for primary equating to A level, including the subject knowledge specified in the relevant ITT National Curriculum).</li> <li>Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.</li> <li>Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s).</li> </ul>	<ul style="list-style-type: none"> <li>Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the particular pupils being taught.</li> <li>Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils, building on their prior attainment.</li> <li>Plan effectively to meet the needs of pupils with SEN and make appropriate contributions to Individual Education Plan (IEP).</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge maintained, and best use made of teaching time.</li> <li>Secure a good standard of pupil behaviour, pre-empting and dealing appropriately with problems.</li> <li>Use teaching methods which keep pupils engaged, including stimulating intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Assess how well learning objectives have been achieved and use this assessment for future teaching.</li> <li>Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.</li> <li>When applicable, make accurate assessments in relation to the National Curriculum, KS4 and post-16 courses.</li> <li>Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Secure progress towards pupil targets.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise effectively with pupils' parents/carers through oral and written reports and encourage them to support their children's learning, behaviour and progress.</li> <li>Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work related examples.</li> <li>Understand the need to liaise with agencies responsible for pupils' welfare.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for their own professional development, setting objectives for improvement, and taking action to keep up-to-date with research and developments in pedagogy and the subject(s) they teach.</li> <li>Take responsibility for implementing school policies and practices.</li> <li>Set a good example to pupils they teach in their presentation and their personal conduct.</li> </ul>	<ul style="list-style-type: none"> <li>Where applicable, deploy support staff and other adults effectively in the classroom, involving them where appropriate in the planning and management of pupils' learning.</li> </ul>	<p><i>The standard does not specifically mention this dimension of teaching and leadership.</i></p>	<p><i>The standard does not specifically mention this dimension of teaching and leadership.</i></p>
<p><b>Threshold</b></p> <p>Threshold teachers are effective professionals who are thorough in their curricular knowledge, teach and assess effectively, take responsibility for their professional development and have pupils who achieve well.</p>	<ul style="list-style-type: none"> <li>Demonstrate that they have a thorough and up-to-date knowledge of their subject(s)/specialism.</li> <li>Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate consistent and effective planning of lessons and sequence of lessons to meet pupils' learning needs.</li> <li>Demonstrate consistent and effective use of information about prior attainment to gain well grounded expectations for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate consistent and effective use of a range of effective strategies for teaching and classroom management.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally, this should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.</li> </ul>	<p><i>The standard does not specifically mention this dimension of teaching and leadership.</i></p>	<ul style="list-style-type: none"> <li>Demonstrate responsibility for their professional development and use the outcomes to improve teaching and pupils' learning.</li> </ul>	<p><i>The standard does not specifically mention this dimension of teaching and leadership.</i></p>	<p><i>The standard does not specifically mention this dimension of teaching and leadership.</i></p>	<ul style="list-style-type: none"> <li>Demonstrate an active contribution to the policies and aspirations of the school.</li> <li>Demonstrate that they are effective professionals who challenge and support all pupils to do their best through: <ul style="list-style-type: none"> <li>inspiring trust and confidence;</li> <li>building team commitment;</li> <li>engaging and motivating pupils;</li> <li>analytical thinking;</li> <li>positive action to improve the quality of pupils' learning.</li> </ul> </li> </ul>
<p><b>Advanced Skills Teacher (AST)</b></p> <p>ASTs demonstrate the skills and experience necessary to provide pedagogic leadership within their own and other schools. They play a key part in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues.</p>	<ul style="list-style-type: none"> <li>Demonstrate excellent subject and/or specialist knowledge.</li> <li>Have a full understanding of connections and progressions in the subject and use this in their teaching to ensure pupils make good progress.</li> <li>Understand ICT in the teaching of their subject or specialism.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an excellent ability to plan.</li> <li>Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils.</li> <li>Set consistently high expectations for pupils in their class and homework.</li> <li>Plan their teaching to ensure it builds on the current and previous achievement of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an excellent ability to teach, manage pupils and maintain discipline.</li> <li>Understand and use the most effective teaching methods to achieve the teaching objectives in hand.</li> <li>Display flair and creativity in engaging, enthusing and challenging groups of pupils.</li> <li>Use questioning and explanation skilfully to secure maximum progress.</li> <li>Quickly understand pupils' perceptions and misconceptions from their questions and responses.</li> <li>Develop pupils' literacy, numeracy and ICT skills as appropriate within their phase and context.</li> <li>Provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected.</li> <li>Maintain respect and discipline and be consistent and fair.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an excellent ability to assess and evaluate.</li> <li>Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to achieve excellent results and outcomes.</li> <li>As a result of their teaching: <ul style="list-style-type: none"> <li>pupils show consistent improvement in relation to prior and expected attainment;</li> <li>pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations;</li> <li>pupils exhibit consistently high standards of discipline and behaviour.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a consistent record of parental involvement and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Keep up-to-date in their subject(s) and/or specialism(s).</li> <li>Improve their teaching through evaluating their own practice in relation to pupils' progress, school targets and inspection evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Work an excellent ability to advise and support other teachers.</li> <li>Provide clear feedback, good support and sound advice to others.</li> <li>Provide examples, coaching and training to help others become more effective in their teaching.</li> <li>Help others to evaluate the impact of their teaching on raising pupils' achievements.</li> <li>Analyse teaching and understand how improvements can be made.</li> <li>Have highly developed interpersonal skills which allow them to be effective in schools and situations other than their own.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to plan and prioritise their own time and activity effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a role model for pupils and other staff through their personal and professional conduct.</li> <li>Be highly respected and able to motivate others.</li> </ul>
<p><b>Subject Leader</b></p> <p>Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.</p>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of: <ul style="list-style-type: none"> <li>their school's aims, priorities, targets and action plans;</li> <li>the relationship of the subject to the curriculum as a whole;</li> <li>any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress;</li> <li>the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;</li> <li>management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;</li> <li>the implications of the Code of Practice for Special Educational Needs for teaching and learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.</li> <li>Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.</li> <li>Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which: <ul style="list-style-type: none"> <li>contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment;</li> <li>are based on a range of comparative information and evidence, including the attainment of pupils;</li> <li>identify realistic and challenging targets for improvement;</li> <li>are understood by all those involved in putting the plans into practice;</li> <li>are clear about action to be taken, timescales and criteria for success.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ensure: <ul style="list-style-type: none"> <li>curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;</li> <li>teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;</li> <li>guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;</li> <li>effective development of pupils' literacy, numeracy and information technology skills through the subject;</li> <li>teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;</li> <li>teachers of the subject know how to recognise and deal with racial stereotyping;</li> <li>effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.</li> <li>Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.</li> <li>Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.</li> <li>Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.</li> <li>Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs.</li> <li>Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.</li> <li>Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding.</li> <li>Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.</li> </ul>	<ul style="list-style-type: none"> <li>Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.</li> <li>Achieve challenging professional goals.</li> <li>Take responsibility for their own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Help staff to achieve constructive working relationships with pupils.</li> <li>Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice; and developing an acceptance of accountability.</li> <li>Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.</li> <li>Lead professional development through example and support, and co-ordinate the provision of high quality professional development by other methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations.</li> <li>Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.</li> </ul>	<ul style="list-style-type: none"> <li>Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.</li> <li>Deploy, or advise the headteacher on the deployment of staff involved in the subject, to ensure the best use of subject, technical and other expertise.</li> <li>Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.</li> <li>Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.</li> <li>Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.</li> <li>Ensure that there is a safe working and learning environment in which risks are properly assessed.</li> </ul>	<ul style="list-style-type: none"> <li>Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.</li> <li>Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning.</li> <li>Ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.</li> <li>Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.</li> </ul>
<p><b>Special Educational Needs Coordinator (SENCO)</b></p> <p>SENCOs, with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.</p>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of: <ul style="list-style-type: none"> <li>the characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;</li> <li>how information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;</li> <li>relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;</li> <li>the requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;</li> <li>how to contribute to the professional development of other staff in relation to pupils with SEN, including how to recognise and deal with stereotyping in relation to disability or race;</li> <li>the purpose of individual education plans, including leading their formulation and planning their implementation and review.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.</li> <li>Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and disseminate the most effective teaching approaches with SEN.</li> <li>Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.</li> <li>Support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum.</li> <li>Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.</li> <li>Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.</li> </ul>	<ul style="list-style-type: none"> <li>Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.</li> <li>Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.</li> <li>Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.</li> </ul>	<ul style="list-style-type: none"> <li>Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.</li> <li>Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.</li> <li>Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning, communicate effectively, providing information to parents about targets, achievements and progress.</li> <li>Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Chair reviews, case conferences and meetings effectively.</li> <li>Judge when to make decisions, and when to consult with others including external agencies.</li> <li>Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.</li> <li>Take responsibility for their own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage all members of staff to recognise their statutory responsibilities to pupils with SEN.</li> <li>Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to maximum efficiency to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.</li> <li>Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.</li> <li>Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.</li> <li>Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.</li> <li>Support staff in developing constructive working relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.</li> <li>Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.</li> <li>Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.</li> <li>Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum, which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.</li> <li>Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.</li> <li>Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.</li> </ul>
<p><b>Headteacher</b></p> <p>Headteachers provide professional leadership for a school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement. (Anyone taking the NPQH, including assistant and deputy heads, is working from these standards.)</p>	<ul style="list-style-type: none"> <li>Have knowledge and understanding of: <ul style="list-style-type: none"> <li>what constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement;</li> <li>how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership;</li> <li>how to seek and use national, local and school data, OfSTED evidence and research findings in professional and school development;</li> <li>governance at national, local and school levels.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lead and manage the creation and implementation of a strategic plan, underpinned by sound resource planning and which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.</li> <li>Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and school improvement.</li> <li>Think creatively and imaginatively to anticipate and solve problems and identify opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and maintain a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the standards set out in this framework.</li> <li>Determine, organise and implement the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement.</li> <li>Monitor and evaluate the quality of teaching and standards of learning and achievement of pupils, including those with special educational or linguistic needs, in order to set and meet challenging, realistic targets for improvement.</li> <li>Create and promote positive strategies for developing good race relations and dealing with racial harassment.</li> <li>Ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all pupils, including those with special educational or linguistic needs.</li> <li>Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.</li> <li>Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.</li> <li>Ensure that effective mentoring systems and tutorial support systems are in place to support pupil achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Make explicit to pupils, parents, teachers and wider community the school's high expectations that all pupils can succeed.</li> <li>Ensure that resourcing and staffing are dedicated to ensuring the highest standards of achievement for all pupils.</li> <li>Ensure that effective mentoring systems and tutorial support systems are in place to support pupil achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, local employers and the local community.</li> <li>Develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning.</li> <li>Create and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.</li> <li>Maintain liaison with other schools, further education and other agencies related to pupil welfare and achievement.</li> <li>Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OfSTED and others, to enable them to play their part effectively.</li> <li>Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in arrangements for Performance Management and take responsibility for own professional development.</li> <li>Prioritise and manage own time effectively.</li> <li>Work under pressure and to deadlines.</li> <li>Sustain their own motivation and that of other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships exist between staff.</li> <li>Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.</li> <li>Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement.</li> <li>Motivate and enable all staff in their schools to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.</li> <li>Lead professional development of staff through example.</li> <li>Support and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, LEAs and subject associations.</li> <li>Understand the expectations of other staff, and ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status, the Career Entry Profile and standards for induction.</li> <li>Ensure that professional duties and conditions of employment as set out in the School Teachers' Pay and Conditions document, including those for the headteacher, are fulfilled.</li> </ul>	<ul style="list-style-type: none"> <li>Work with governors and senior colleagues to recruit staff of the highest quality.</li> <li>Work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided.</li> <li>Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control.</li> <li>Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.</li> <li>Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.</li> </ul>	<ul style="list-style-type: none"> <li>Create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by pupils and sustained improvement in the school's spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life, and secure the commitment to the vision and direction of the school.</li> <li>Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OfSTED and others, to enable them to play their part effectively.</li> <li>Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents vision, purpose and the leadership of the school.</li> <li>Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short term objectives to secure school improvement, and targets which secure the educational success of the school.</li> <li>Ensure that the management, finance, organisation and administration of the school support its vision and aims.</li> <li>Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievements, and for achieving effectively and value for money.</li> </ul>
<p><b>Information from OfSTED Inspection Criteria</b></p> <p>These are key elements that OfSTED inspectors consider when making judgements about how well pupils or students are taught, the school is led and managed, and the school works in partnership with parents.</p>	<ul style="list-style-type: none"> <li>Teachers show good subject knowledge and understanding in the way they present and discuss their subject.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan effectively, setting clear objectives that pupils understand.</li> <li>Teachers challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are technically competent in teaching basic skills.</li> <li>Teachers use methods which enable all pupils to learn effectively.</li> <li>Teachers manage pupils well and insist on high standards of behaviour throughout the school.</li> <li>Teachers use homework effectively to reinforce and/or extend what is learned in school.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils and students: <ul style="list-style-type: none"> <li>acquire new knowledge or skills, develop ideas and express their understanding;</li> <li>apply intellectual, physical and/or creative effort in their work;</li> <li>are productive and work at a good pace;</li> <li>show interest in their work, are able to sustain concentration and think and learn for themselves;</li> <li>understand what they are doing, how well they have done and how they can improve.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parents are satisfied with what the school provides and achieves.</li> <li>Parents are provided with good quality information about the school and particularly about pupils' progress.</li> <li>Links with parents, including the use of home-school agreements, contribute to pupils' learning at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>The school identifies appropriate priorities and targets, takes the necessary action, and reviews progress towards them.</li> <li>There is a shared commitment to improvement and the capacity to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>There is effective appraisal and performance management.</li> <li>Good delegation ensures the effective contribution of staff with management responsibilities.</li> <li>The number, qualification and experience of teachers and support staff match the demands of the curriculum.</li> <li>There is effective induction of staff new to the school and the school is, or has the potential to be, an effective provider of initial teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers use time, support staff and other resources, especially information and communications technology effectively.</li> <li>Educational priorities are supported through careful financial management.</li> <li>Specific grant is used for its designated purpose.</li> <li>The accommodation allows the curriculum to be taught effectively.</li> <li>Learning resources are adequate for the school's curriculum and the range of pupils.</li> <li>The best value principles of comparison, challenge, consultation and competition are applied in the school's management and use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership ensures clear direction for the work and development of the school, and promotes high standards.</li> <li>The school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work.</li> <li>There is rigorous monitoring, evaluation and development of teaching.</li> <li>Governors fulfil their statutory duties in helping to shape the direction of the school and have a good understanding of its strengths and weaknesses.</li> </ul>