Teachers' Standard 1: Set high expectations which inspire, motivate and challenge pupils

Term	Teachers' Standard Descriptor	ECTP Focus
Term 1- Emerging	Recognises the importance of high expectations. Sets basic goals but may under- or over-pitch challenge. Relies on mentor guidance to understand pupils' capabilities and what ambitious expectations look like. Establishes basic routines with support. Creates a generally safe and respectful environment. Models positive attitudes inconsistently but is reflective.	Dominant Focus in Module 1
Term 2- Developing	Sets more appropriately pitched goals for most pupils. Shows growing belief in pupils' academic potential. Begins using challenge to motivate learners. Embeds clearer routines and expectations. Models positive attitudes more consistently. Begins using behaviour expectations to motivate pupils.	Light focus in Module 3
Term 3- Strengthening	Sets consistently challenging goals for a wider range of pupils. Demonstrates secure belief that all pupils can achieve well. Uses prior attainment and assessment information to plan ambitious sequences. Maintains a respectful, safe environment independently. Consistently models expected attitudes and behaviours. Uses routines to support motivation and engagement.	Light focus in Module 6
Term 4- Secure	Routinely sets ambitious, well-differentiated goals. Uses high expectations to drive engagement, resilience and aspiration. Demonstrates strong understanding of challenge in their subject. Sustains a stimulating, orderly learning environment. Demonstrates consistently positive attitudes and behaviours. Uses behaviour expectations to support challenge and aspiration.	Light in Development Cycle 1
Term 5- Embedding	Uses high expectations strategically to deepen understanding. Anticipates misconceptions and plans targeted challenge. Creates a culture where pupils expect to be challenged. Creates a culture of mutual respect and responsibility. Uses modelling and routines to promote resilience and curiosity.	
Term 6- Demonstrating	Inspires pupils through ambitious expectations and expert challenge. Demonstrates deep professional judgement in stretching all learners. Contributes to a wider culture of academic ambition. Exemplifies the attitudes and behaviours expected across the school. Inspires pupils through consistent modelling. Contributes to whole-school behaviour culture.	

Teachers' Standard 2: Promote good progress and outcomes by pupils

Term	Teachers' Standard Descriptor	ECTP Focus
Term 1- Emerging	Gathers basic information about pupils' prior knowledge and capabilities. Relies on mentor guidance to interpret assessment information and identify learning needs. Encourages pupils to reflect with support. Prompts pupils to think about what they have learned.	Dominant Focus in Module 2
Term 2- Developing	Uses a range of information (baseline data, classwork, conversations) to build a clearer picture of starting points. Begins planning learning that builds on what pupils already know. Uses simple strategies to help pupils reflect (exit tickets, verbal prompts). Encourages pupils to take more responsibility for completing work.	Dominant Focus in Module 3 Light focus in Module 4
Term 3- Strengthening	Demonstrates secure understanding of most pupils' prior knowledge. Identifies gaps and misconceptions with increasing accuracy. Plans sequences that support progress. Guides pupils to identify strengths, areas for development and next steps. Encourages increasingly independent reflection.	Light focus in Module 6
Term 4- Secure	Routinely uses assessment information to plan well-sequenced learning. Anticipates common misconceptions and plans to address them. Embeds routines that support meaningful reflection. Pupils increasingly take ownership of their learning.	Light in Development Cycle 1
Term 5- Embedding	Uses deep knowledge of pupils' learning profiles to design ambitious pathways. Adjusts planning responsively to ensure sustained progress. Uses reflection strategies to deepen metacognition and self-regulation. Pupils routinely evaluate their progress and set goals.	Light in Development Cycle 2
Term 6- Demonstrating	Demonstrates expert understanding of starting points. Supports colleagues in planning based on prior learning Creates a culture where pupils take sustained responsibility for learning. Supports colleagues in developing reflection and self-regulation strategies.	Light in Development Cycle 3

Teachers' Standard 3: Demonstrate good subject and curriculum knowledge

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Demonstrates basic subject knowledge. Relies on mentor guidance for curriculum expectations and sequencing. Models standard English with support. Encourages basic literacy skills.	Light in Module 1 Light in Module 2
Term 2- Developing	Shows growing confidence in subject knowledge. Begins addressing common misconceptions accurately. Understands the broad structure of the curriculum. Models standard English more consistently. Begins integrating literacy strategies (vocabulary, structured talk).	Light in Module 3 Light in Module 4
Term 3- Strengthening	Demonstrates secure subject knowledge across most taught content. Uses curriculum documents to plan coherent sequences. Embeds literacy routines across lessons. Promotes accurate use of subject-specific terminology.	Dominant in Module 6
Term 4- Secure	Explains concepts clearly and deepens understanding. Plans confidently within the curriculum to ensure logical progression. Consistently models high-quality spoken and written English. Uses literacy strategies to strengthen understanding.	Light in Development Cycle 1
Term 5- Embedding	Anticipates misconceptions and enriches explanations. Contributes to curriculum discussions. Deepens conceptual understanding through language. Supports pupils to use precise academic language.	Light in Development Cycle 2
Term 6- Demonstrating	Demonstrates expert subject knowledge and curriculum understanding. Supports colleagues by sharing resources and insights. Champions high standards of literacy and articulacy across the curriculum. Supports colleagues in embedding literacy practices.	Light in Development Cycle 3

Teachers' Standard 4: Plan and teach well-structured lessons

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Plans basic lesson structures with mentor support. Activities may not yet link clearly to learning objectives. Lesson time is sometimes under- or over-used. Reflects on lessons with mentor guidance. Identifies simple strengths and areas for improvement.	Very light in Module 1 Very Light in Module 2
Term 2- Developing	Plans clearer sequences with stronger links between objectives and activities. Begins thinking about how learning builds across a lesson. Begins adapting lessons based on what worked and what didn't. Makes small, purposeful changes to improve clarity or pace.	Dominant in Module 3 Light in Module 4
Term 3- Strengthening	Designs coherent lessons with purposeful sequencing. Uses lesson time more effectively. Begins planning for misconceptions. Reflects more independently and adapts teaching responsively. Adjusts explanations, tasks or scaffolds during lessons.	Light in Module 5 Light in Module 6
Term 4- Secure	Plans well-sequenced lessons that build knowledge and skills logically. Uses modelling, practice and review effectively. Uses reflection to refine approaches and improve outcomes. Makes informed adjustments to planning and delivery.	Light in Development Cycle 1
Term 5- Embedding	Designs sequences that deepen understanding over time. Anticipates misconceptions and plans targeted explanations. Contributes ideas to curriculum discussions. Adapts materials confidently while maintaining curriculum intent.	Light in Development Cycle 2
Term 6- Demonstrating	Creates high-quality learning sequences that support strong progress. Shares effective planning approaches with colleagues. Shares reflective practice and supports curriculum development. Demonstrates strong professional judgement in adapting teaching.	Light in Development Cycle 3

Teachers' Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Uses basic scaffolds with mentor support. Notices differences in pupil needs but adaptations are inconsistent. Recognises common barriers to learning. Relies on mentor guidance to understand SEND, EAL, high prior attainers and developmental needs.	Light in Module 2
Term 2- Developing	Makes simple adaptations (chunking, modelling). Begins adjusting explanations or resources. Shows growing awareness of how development affects learning. Begins adjusting teaching accordingly.	Light in Module 3
Term 3- Strengthening	Adapts teaching more confidently in response to understanding. Uses scaffolds, modelling and questioning effectively. Identifies barriers more accurately. Uses appropriate strategies to overcome them. Works with support staff more effectively.	Dominant in Module 5 Light in Module 6
Term 4- Secure	Plans purposeful adaptations that enable all pupils to access learning. Removes scaffolds appropriately to promote independence. Demonstrates clear understanding of a wide range of pupil needs. Uses targeted approaches to support SEND, EAL and high prior attainers.	
Term 5- Embedding	Uses adaptive strategies flexibly and responsively. Anticipates where pupils may struggle and plans targeted support. Applies strong understanding of developmental needs to plan inclusive learning. Evaluates the impact of strategies and adjusts where needed	
Term 6- Demonstrating	Demonstrates strong professional judgement in adapting teaching. Shares effective adaptive strategies with colleagues. Demonstrates deep understanding of diverse learning needs. Supports colleagues in developing inclusive practice.	

Teachers' Standard 6: Make accurate and productive use of assessment

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Uses simple formative checks (questioning, mini-whiteboards). Relies on mentor support to interpret data. Gives basic feedback with mentor guidance. Encourages pupils to respond but routines are not embedded	
Term 2- Developing	Uses a wider range of formative strategies. Begins identifying misconceptions and adjusting teaching. Provides clearer, more purposeful feedback. Begins using pupil responses to adjust next steps	Light in Module 3 Dominant in Module 4
Term 3- Strengthening	Demonstrates secure understanding of assessment approaches. Uses assessment information to monitor progress. Gives timely, actionable feedback. Pupils increasingly respond and improve work.	
Term 4- Secure	Applies assessment strategies confidently and accurately. Uses formative and summative assessment to track learning. Uses feedback and assessment information to plan next steps. Pupils routinely act on feedback.	Light in Development Cycle 1
Term 5- Embedding	Uses assessment insights to refine teaching sequences. Interprets data with increasing independence. Embeds feedback routines that promote independence. Uses assessment to shape future learning with precision.	
Term 6- Demonstrating	Demonstrates strong assessment practice. Supports colleagues in using assessment effectively. Demonstrates highly effective feedback practice. Supports colleagues in developing consistent routines.	

Teachers' Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Establishes basic routines with mentor support. Uses school behaviour systems inconsistently. Begins setting simple expectations. Builds early rapport with pupils. Uses positive language but may lack confidence asserting authority.	Dominant in Module 1
Term 2- Developing	Embeds clearer routines and expectations. Applies behaviour systems more consistently. Uses proactive strategies to prevent low-level disruption. Builds more secure relationships. Uses praise, correction and encouragement more confidently.	Light in Module 3
Term 3- Strengthening	Maintains routines independently. Reinforces expectations using a range of strategies. Responds more confidently to behaviour issues. Maintains positive relationships while asserting authority. Motivates pupils through clear expectations and follow-through.	
Term 4- Secure	Applies behaviour systems consistently and fairly. Establishes a calm, orderly environment. Uses proactive strategies to maintain focus. Demonstrates strong professional relationships. Uses authority calmly and effectively.	Light in Development Cycle 1
Term 5- Embedding	Promotes responsibility and positive learning behaviours. Anticipates issues and prevents them through strong routines. Creates a respectful, motivating classroom climate. Promotes resilience, effort and positive attitudes.	
Term 6- Demonstrating	Demonstrates highly effective behaviour management. Supports colleagues in embedding consistent routines. Exemplifies strong professional relationships. Supports colleagues in developing relational behaviour strategies.	

Teachers' Standard 8: Fulfil wider professional responsibilities

Term	Teachers' Standard Descriptor	ECTP Link
Term 1- Emerging	Builds early working relationships with colleagues. Seeks guidance when needed. Begins understanding team roles. Engages with mentor feedback. Begins reflecting on practice. Communicates with parents only with support.	Light in Module 1 Light in Module 2
Term 2- Developing	Works more collaboratively with colleagues and support staff. Contributes to simple team tasks. Seeks advice appropriately. Responds to feedback more independently. Begins identifying development needs. Communicates with parents more confidently.	
Term 3- Strengthening	Builds effective professional relationships across the team. Draws on specialist support. Contributes positively to shared planning. Takes increasing responsibility for professional development. Communicates clearly and professionally with parents.	Heavy in Module 5 Light in Module 6
Term 4- Secure	Works confidently and proactively with colleagues. Deploys support staff effectively. Contributes to wider school life. Engages in professional development that improves teaching. Communicates with parents confidently and appropriately.	
Term 5- Embedding	Collaborates purposefully to improve provision. Shares resources and supports team initiatives. Uses professional learning to refine practice. Builds positive relationships with parents.	
Term 6- Demonstrating	Demonstrates strong professional relationships. Supports colleagues through constructive collaboration. Demonstrates sustained commitment to professional growth. Supports colleagues in developing strong home–school partnerships.	

Part Two: Personal and Professional Conduct

Term 1- Emerging	Demonstrates early understanding of professional expectations. Interacts respectfully but may need reminders about boundaries. Beginning to understand safeguarding procedures. Shows willingness to uphold school policies.	
Term 2- Developing	Shows growing awareness of professional responsibilities. Maintains appropriate boundaries. Follows safeguarding procedures more confidently. Demonstrates increasing reliability in attendance and punctuality.	
Term 3- Strengthening	Demonstrates consistently respectful, ethical behaviour. Upholds school policies independently. Applies safeguarding procedures accurately. Shows strong reliability and professionalism.	
Term 4- Secure	Consistently models high standards of conduct, integrity and professionalism. Maintains appropriate professional boundaries at all times and contributes to a positive, respectful school culture. Applies safeguarding procedures confidently and understands wider safeguarding responsibilities beyond immediate concerns. Demonstrates secure understanding of statutory frameworks and acts within them reliably and independently. Shows strong professional judgement in communication, decision-making and interactions with pupils, colleagues and parents.	
Term 5- Embedding	Demonstrates sustained professionalism and ethical judgement across all aspects of school life. Acts as a role model for respectful relationships, responsible conduct and high expectations. Shows deep understanding of safeguarding principles and contributes to a culture of vigilance and shared responsibility. Applies statutory responsibilities confidently and uses them to inform safe, ethical practice. Supports pupils' wellbeing through informed, reflective and principled professional behaviour.	
Term 6- Demonstrating	Exemplifies the highest standards of professional conduct and integrity. Demonstrates unwavering commitment to safeguarding, ethical behaviour and the values of the profession. Acts as a trusted professional who upholds and promotes the school's ethos, expectations and culture. Shows expert understanding of statutory frameworks and supports colleagues in maintaining high standards of conduct and responsibility. Contributes to whole-school culture through consistent modelling of professionalism, judgement and ethical leadership.	