



# The Marsh Academy

## Post Threshold Standards for Teachers

### 2011/12

From September 2007 revised Professional Standards for Teachers came into effect. **The Standards provide a coherent framework and clarify what career progression looks like for teachers.**

They are intended to be used as a backdrop for teachers to support them as they evaluate their own performance, engage in performance management, plan their CPD/professional learning and development and consider their existing and future career stages.

Each Standard is a statement of what teachers need to bring to their roles in terms of professional attributes, knowledge and understanding, and skills. To progress or access the next career stage they will need to demonstrate that he/she has met the relevant standards.

**The Post-Threshold Standards are pay standards** - teachers who are assessed as meeting them are able to cross the pay threshold to UPS1. *However, the Post-Threshold Standards do not distinguish between the expectations of teachers at UPS1, UPS2 or UPS3.* To progress beyond UPS1 teachers are expected to meet and maintain the Core and Post-Threshold Standards and to broaden and deepen their professional attributes, knowledge and understanding and skills in that context over a period of years.

This document is attempt to **give guidance as to what it means to be post threshold at Marsh Academy** based on the Post-Threshold Standards and provides teachers and school leaders with a framework which defines the expectations of teachers for progression not only to UPS1 but also to UPS2 and UPS3.

Post Threshold teachers must meet the following 10 standards;

### **Professional Attributes**

**P1.** Contribute significantly, where appropriate, to implementing work based policies and practice and to promoting collective responsibility for their implementation

### **Professional Knowledge and Understanding**

**P2.** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

**P3.** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications

**P4.** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

**P5.** Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them

**P6.** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people

### **Professional Skills**

**P7.** Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

**P8.** Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally

**P9.** Promote collaboration and work effectively as a team member

**P10.** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

## The expectations of post threshold teachers at The Marsh Academy

This chart gives a simple overview of what post threshold teachers should aspire to at each level and to achieve their next level

<b>U1</b>	<b>U2</b>	<b>U3</b>
<b>accepted professional</b>	<b>established</b>	<b>Senior and leading professional</b>
<ul style="list-style-type: none"> <li>• The majority of lessons are good with no unsatisfactory lessons</li> <li>• Will regularly support activities</li> <li>• Most students will meet 3 Level Progress targets and classes will have overall positive residuals</li> <li>• Will take an enthusiastic and proactive role within the department</li> <li>• Performance Management objectives met for each year of the two year progression</li> <li>• Demonstrate and model good practice within own classes for other members of staff especially in their subject area</li> <li>• Under the direction of the SLT, contribute to the professional development of colleagues within the department through coaching &amp; mentoring, demonstrating effective practice, and providing advice and feedback especially with those new to the profession</li> <li>• Evaluate and develop the planning and delivery of the curriculum as directed by DoL by contributing to Schemes of Work and developing resources</li> </ul>	<ul style="list-style-type: none"> <li>• All lessons at least good</li> <li>• Will lead activities</li> <li>• Most students will meet 3 Level Progress targets and classes will have positive residuals with some students exceeding expected levels of progress</li> <li>• Will take an enthusiastic and proactive role within the Academy</li> <li>• Performance Management objectives met for each year of the two year progression.</li> <li>• Demonstrate and model good practice for other members of staff</li> <li>• Under the direction of the SLT contribute to the professional development of colleagues across the Academy through coaching &amp; mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers from Satisfactory or Inadequate to Good</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the department as directed by DoL; taking the lead on Schemes of Work and developing resources</li> </ul>	<ul style="list-style-type: none"> <li>• All lessons good with some outstanding</li> <li>• Will create, develop and lead activities</li> <li>• Most students will meet 3 Level Progress targets and classes will have positive residuals, with many students exceeding expected levels of progress</li> <li>• Will take an enthusiastic and proactive role within the Academy and with wider stakeholders</li> <li>• Challenging Performance Management objectives met each year.</li> <li>• Teacher will coach and mentor staff to excellence and/or lead on a particular aspect of school learning and/or deliver CPD sessions</li> <li>• Under the direction of the SLT, contribute to the professional development of colleagues across the Academy through coaching &amp; mentoring, demonstrating effective practice, and providing advice and feedback; moving teachers from Satisfactory or Inadequate to Good or Outstanding</li> <li>• Evaluate and develop the planning and delivery of the curriculum across the department as directed by DoL; taking the lead on Schemes of Work and developing resources, including cross curricular themes</li> </ul>

<ul style="list-style-type: none"> <li>• Have an impact on the learning of students beyond own classes with students identified by DoL in own subject area</li> <li>• Role model the benefits of reflective practice and self evaluation by responding to feedback and adjust planning and delivery to improve student learning</li> <li>• Use and demonstrate leadership skills within the department; supporting and influencing colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Have an impact on the learning of students beyond own classes with students identified by SLT across subject areas</li> <li>• Role model the benefits of reflective practice and self evaluation by working with others to demonstrate how responding to feedback and adjusting planning and delivery will improve student learning</li> <li>• Use and demonstrate leadership skills across the Academy; supporting and influencing colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Have an impact on the learning of students across the Academy</li> <li>• Lead sessions on the benefits of reflective practice and self evaluation by working with others to demonstrate how responding to feedback and adjusting planning and delivery will improve student learning</li> <li>• Use and demonstrate leadership skills across the Academy; supporting and influencing colleagues</li> </ul>
<p>It is assumed that U3 absorbs U2 and U1 and that U2 absorbs U1 and that U1 absorbs core standards. The above provide guidance as to what 'substantial and sustained' might mean at The Marsh Academy</p>		

Some examples of expectations based upon the areas informing performance management

	<b>U1</b>	<b>U2</b>	<b>U3</b>
	<b>Accepted Professional</b>	<b>Established Professional</b>	<b>Senior and Leading Professional</b>
Pupil progress P7, 8	<p>Highly effective in ensuring children make gains in learning; achieving objectives appropriate to their level</p> <p>Children demonstrate positive and improved attitudes to their work (commitment, concentration, self evaluation)</p> <p>Children are made aware of what they need to do to make progress in personal and social development</p> <p>Experiments with a variety of strategies to stimulate pupils to achieve learning goals, using the support of parents and adults in school effectively and appropriately</p> <p>Has a knowledge and appreciation of pupils' learning needs using data, student backgrounds and teacher observations to target individual needs and promote personalised learning</p> <p>Uses careful marking and AfL techniques to provide feedback to children and parents</p> <p>Knows where advice from other professionals can be sought and implemented</p> <p>Substantial and sustained improvement in pupil performance</p>	<p>Children make demonstrable gains in learning year on year</p> <p>Children consistently demonstrate improved attitudes to their work (commitment, concentration, self evaluation)</p> <p>Children make progress in personal and social development</p> <p>Uses a variety of strategies to stimulate pupils to achieve learning goals, using the support of parents and adults in school effectively and appropriately</p> <p>Has a detailed knowledge and appreciation of pupils' learning needs using data, student backgrounds and teacher observations to target individual needs and promote high quality personalised learning</p> <p>Uses careful marking and AfL techniques to provide high quality feedback to children and parents</p> <p>Advice from other professionals is sought and implemented in planning</p> <p>Substantial and sustained improvement in pupil performance</p>	<p>Performance data shows children make distinctive gains in learning year on year towards challenging targets</p> <p>Children consistently demonstrate very good attitudes to their work (commitment, concentration, self evaluation)</p> <p>Children make good progress in personal and social development</p> <p>Regarded as a creative classroom practitioner - and uses a variety of strategies to stimulate pupils to achieve learning goals, using the support of parents and adults in school very effectively and appropriately</p> <p>Has a detailed knowledge and appreciation of pupils' learning needs using data, student backgrounds and teacher observations to creatively target individual needs and promote high quality personalised learning</p> <p>Uses careful marking and AfL techniques to provide high quality feedback to children and parents and can lead on AfL</p> <p>Advice from other professionals is sought and implemented in planning and feedback given to other colleagues</p> <p>Substantial and sustained improvement in pupil performance</p>
<p><b><u>Possible supporting evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Performance data demonstrates clear progress towards challenging targets eg. FFTD, 3 Level Progress</li> <li>● Notes from form tutor mentoring showing consistently effective monitoring and target setting that has had a measurable impact on the progress of students</li> <li>● Feedback from students shows that they feel supported and challenged</li> <li>● Evidence demonstrating strategies for targeting all vulnerable groups taught</li> <li>● Evidence demonstrating strategies for targeting gifted and talented students</li> <li>● Observations and lesson plans demonstrating consistent use of creativity in lessons and the development of behaviours for learning</li> <li>● Mentoring notes showing effective use of data to inform targets and strategies</li> <li>● Planning records showing effective use of support staff</li> <li>● Planning records showing range of strategies</li> <li>● Pupil's work</li> </ul>			

	<b>U1</b>	<b>U2</b>	<b>U3</b>
	<b>Accepted Professional</b>	<b>Established Professional</b>	<b>Senior and Leading Professional</b>
<b>Professional Attributes P1</b>	<p>Seeks out opportunities to provide the highest quality of teaching and learning, leading with enthusiasm and commitment within department</p> <p>Takes action to role model department effort and motivate staff</p> <p>A positive, resourceful member of the staff team, showing flexibility, adaptability and an ability to initiate change</p> <p>Is aware of the findings of Academy, LEA or national research &amp; data analysis and leads on initiatives to bring about improvements in teaching &amp; learning throughout the Academy</p> <p>Coaches and mentors within department</p> <p>Works with individuals</p>	<p>Seeks out opportunities to provide the highest quality of teaching and learning, leading with enthusiasm and commitment within the Academy</p> <p>Takes action to promote department effort and motivate staff</p> <p>A positive, resourceful member of the staff team, showing flexibility, adaptability and an ability to initiate change</p> <p>Is aware of the findings of Academy, LEA or national research &amp; data analysis and initiates positive action to bring about improvements in teaching &amp; learning throughout the Academy</p> <p>Coaches and mentors within the Academy</p> <p>Works with small groups</p>	<p>Seeks out opportunities to provide the highest quality of teaching and learning, leading with enthusiasm and commitment within the Academy and community</p> <p>Takes action to promote Academy effort and motivate staff</p> <p>A positive, resourceful member of the staff team, showing flexibility, adaptability and an ability to initiate change</p> <p>Is aware of the findings of Academy, LEA or national research &amp; data analysis and initiates positive action to bring about improvements in teaching &amp; learning throughout the Academy</p> <p>Coaches and mentors across the Academy and at FSG where appropriate</p> <p>Leads whole Academy sessions</p>
<p><b>Possible supporting Evidence:</b></p> <ul style="list-style-type: none"> <li>● Evidence that shows teaching and learning within class or for a subject across the whole school is bringing about high standards of achievement</li> <li>● Evidence showing leadership or significant support of school policy or event</li> <li>● Evidence from staff notes/training sessions showing positive attitude towards school policy</li> <li>● UP1 to UP2 Assessment records – areas for development addressed – with supporting evidence</li> <li>● Evidence of regular review of performance management objectives</li> <li>● Resources provided to colleagues to improve teaching and learning in the school</li> <li>● Work submitted towards higher or additional qualifications</li> <li>● Professional Development file</li> <li>● Minutes demonstrating sharing good practice within the school</li> </ul>			

	<b>U1</b>	<b>U2</b>	<b>U3</b>
	<b>Accepted Professional</b>	<b>Established Professional</b>	<b>Senior and Leading Professional</b>
<b>Professional Knowledge &amp; Understanding</b> <b>P2,3,4,5,6,</b>	<p>Is abreast of changes and development in subject</p> <p>Positively embraces &amp; explores initiatives &amp; projects to improve standards</p> <p>Uses ideas from research, other schools, literature, courses etc to extend &amp; enrich learning &amp; teaching</p> <p>Promotes subject with learners</p> <p>Actively seeks opportunities for involvement with wider community (governors, other schools, colleges, outside agencies)</p> <p>Initiates &amp; leads staff meetings/INSET to improve skills &amp; knowledge, monitoring the impact on teaching &amp; learning</p> <p>Uses formal &amp; informal monitoring to evaluate/review standards, leading to target setting &amp; improved pupil performance</p> <p>Has extra qualifications in subject areas or is engaged in ongoing professional development, action research or projects</p> <p>Implements strategies with students i.e. ICT, literacy, behaviour etc</p>	<p>Proactively acts upon changes and development in subject</p> <p>Positively embraces &amp; explores initiatives &amp; projects across department to improve standards</p> <p>Seeks out ideas from research, other schools, literature, courses etc to extend &amp; enrich learning &amp; teaching of the team</p> <p>Promotes subject with learners</p> <p>Achieves involvement with wider community (governors, other schools, colleges, outside agencies)</p> <p>Initiates &amp; leads staff meetings/INSET to improve skills &amp; knowledge, monitoring the impact on teaching &amp; learning</p> <p>Uses formal &amp; informal monitoring to evaluate/review standards in team, leading to target setting &amp; improved pupil performance</p> <p>Has extra qualifications in subject areas or is engaged in ongoing professional development, action research or projects</p> <p>Implements strategies with team i.e. ICT, literacy, behaviour etc</p>	<p>Recognised as leading professional in terms of changes and developments in specialist area</p> <p>Positively embraces &amp; explores initiatives &amp; projects across Academy to improve standards</p> <p>Uses ideas from research, other schools, literature, courses etc to extend &amp; enrich learning &amp; teaching of the staff team</p> <p>Promotes subject across the Academy</p> <p>Plans regular involvement with wider community (governors, other schools, colleges, outside agencies)</p> <p>Initiates &amp; leads staff meetings/INSET to improve skills &amp; knowledge, monitoring the impact on teaching &amp; learning</p> <p>Uses monitoring to evaluate/review whole Academy standards, leading to target setting &amp; improved pupil performance</p> <p>Has advanced qualifications in subject areas or is engaged in ongoing professional development, action research or projects</p> <p>Implements strategies across school i.e. ICT, literacy, behaviour etc</p>
<b>Professional Skills</b> <b>P7,8</b>	<p>Consistently provides a rich, exciting teaching environment through display, experiences and materials</p> <p>Develops sound behaviour management techniques e.g. through familiarity with 6 Rs</p> <p>Has a detailed personal interest in and knowledge of pupils with effective parental relationships that inform teaching and learning</p> <p>Takes a proactive role in mentoring, supporting, valuing and co-operating with colleagues professionally</p> <p>Sets realistic and challenging targets with children, clearly informed by AfL - ongoing formative and summative assessment and observations, celebrating success with students and parents as part of normal classroom routine</p> <p>Obvious provision for pupils with SEN, with a wide understanding of SEN issues</p>	<p>Supports development of rich, exciting teaching environments through display, experiences and materials in department</p> <p>Has sound behaviour management techniques</p> <p>Has a detailed personal interest in and knowledge of pupils with effective parental relationships that inform teaching and learning</p> <p>Takes a proactive role in the mentor team, supporting, valuing and co-operating with colleagues professionally</p> <p>Achieves realistic and challenging targets with children, clearly informed by AfL - ongoing formative and summative assessment and observations, celebrating success with students and parents as part of normal classroom routine</p> <p>Good provision for pupils with SEN, with a wide understanding of SEN issues</p>	<p>Supports development of rich, exciting teaching environments through display, experiences and materials in the Academy</p> <p>Spreads very good behaviour management techniques</p> <p>Has a detailed personal interest in and knowledge of pupils with effective parental relationships that inform teaching and learning</p> <p>Takes a lead role in school mentor teams, supporting, valuing and co-operating with colleagues professionally</p> <p>Sets and achieves very challenging targets with children, clearly informed by AfL - ongoing formative and summative assessment and observations, celebrating success with students and parents as part of normal classroom routine</p> <p>Very good provision for pupils with SEN, with a wide understanding of SEN issues</p>

	<p>Obvious provision made for able students to stretch and challenge</p> <p>Role models consistent, thorough recording &amp; reporting skills detailing achievement &amp; targets</p> <p>Works efficiently to plan with all support staff, supporting, encouraging and valuing</p> <p>Fully involved with staff discussions, bringing issues to staff attention</p>	<p>Good provision for able students that stretches and challenges</p> <p>Leads on consistent, thorough recording &amp; reporting skills detailing achievement &amp; targets in department</p> <p>Works efficiently and effectively to plan with all support staff, supporting, encouraging and valuing</p> <p>Can lead team staff discussions, bringing issues to staff attention</p>	<p>Very good provision for able students that stretches and challenges</p> <p>Leads on consistent, thorough recording &amp; reporting skills detailing achievement &amp; targets in the Academy</p> <p>Works effectively with a range of support staff, encouraging and valuing their contribution</p> <p>Can lead whole staff discussions, bringing issues to staff attention</p>
<b>Wider professional effectiveness P9 &amp; P10</b>	<p>Uses the outcome of professional development to improve teaching &amp; learning</p> <p>Analyses results of monitoring and assessment, suggesting team targets to improve student performance and standards through the Academy Development Plan</p> <p>Is aware of standards, expectations &amp; initiatives (Academy, LA, national) &amp; shares these with colleagues</p> <p>Role models the highest professional standards through facilitating lesson observation for colleagues</p> <p>Develops new skills in a particular area to improve teaching &amp; learning and update knowledge ( ICT, groupwork, assessment for learning,...)</p> <p>Has thoroughly and successfully taken responsibility for and addressed targets from Performance Management</p> <p>Supports students in their after Academy or out of hours activities</p> <p>Recognises the value of positively and enthusiastically working with others to improve whole Academy ethos</p>	<p>Uses the outcome of professional development to improve teaching &amp; learning in the department</p> <p>Analyses results of monitoring and assessment, suggesting whole Academy targets to improve student performance and standards through the Academy Development Plan</p> <p>Is aware of, and acts on, standards, expectations &amp; initiatives (Academy, LEA, national) &amp; shares these with colleagues</p> <p>Role models the highest professional standards through facilitating lesson observation and will advise others as appropriate</p> <p>Develops new skills across a range of areas to improve teaching &amp; learning and update knowledge ( ICT, groupwork, assessment for learning, ..) and shares these with colleagues</p> <p>Has thoroughly and successfully taken responsibility for and addressed targets from Performance Management</p> <p>Supports students in their after Academy or out of hours activities and can show how this improves ethos</p> <p>Takes on new challenges willingly and positively, contributing to a whole Academy ethos of improvement and challenge</p>	<p>Uses the outcome of professional development to improve teaching &amp; learning in the Academy</p> <p>Analyses results of monitoring and assessment, suggesting whole Academy targets to improve student performance and standards through the Academy Development Plan with implementation strategies</p> <p>Is aware of, and leads on, standards, expectations &amp; initiatives (Academy, LEA, national) by sharing these with colleagues</p> <p>Role models the highest professional standards and will coach and mentor others as appropriate</p> <p>Actively seeks and displays a desire to develop new skills to improve teaching &amp; learning and update knowledge (ICT, groupwork, assessment for learning, ..) and takes the lead in whole Academy initiatives to this end.</p> <p>Has thoroughly and successfully taken responsibility for and addressed targets from Performance Management</p> <p>Supports students in their after Academy or out of hours activities and actively encourages others to do the same by showing how this improves ethos and relationships</p> <p>Has highly developed inter-personal skills which facilitates effective working relationships with professional colleagues</p>
<ul style="list-style-type: none"> <li>• Feedback from training course you have run showing the effectiveness of the course in terms of meeting individual need of those attending and steps you took to improve the training in future</li> <li>• Encouraging others to contribute to departmental and whole Academy issues</li> <li>• Lesson observation forms with evidence that training needs have been identified</li> <li>• Evidence that you have identified training needs of other staff, acted to address those needs and followed through</li> <li>• Focused observations of good practice in your lessons by colleagues</li> <li>• Notes of actions (and their impact) carried out after working party meeting</li> <li>• Evaluation of whole Academy initiatives</li> <li>• Department policies; evaluation of these policies; student feedback</li> </ul>			