

## THRESHOLD

<p><b><u>Knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate that they have a thorough and up-to-date knowledge of their subject(s)/ specialism(s)</li> <li>• Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work</li> </ul>	<p><b><u>Relations with parents and wider community</u></b></p> <ul style="list-style-type: none"> <li>• <i>The standard does not specifically mention this dimension of teaching and leadership</i></li> </ul>
<p><b><u>Planning and setting expectations</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupil's learning needs</li> <li>• Demonstrate consistent and effective use of information about prior attainment to gain well-grounded expectations for pupils</li> </ul>	<p><b><u>Managing own performance and development</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility for their professional development and use the outcomes to improve teaching and pupil's learning</li> </ul>
<p><b><u>Teaching and managing pupil learning</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management</li> </ul>	<p><b><u>Managing and developing staff and other adults</u></b></p> <ul style="list-style-type: none"> <li>• <i>The standard does not specifically mention this dimension of teaching and leadership</i></li> </ul>
<p><b><u>Assessment and evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback</li> </ul>	<p><b><u>Managing resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>The standard does not specifically mention this dimension of teaching and leadership</i></li> </ul>
<p><b><u>Pupil achievement</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupil's 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><b><u>Strategic leadership</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate an active contribution to the policies and aspiration 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 pupil's learning</li> </ul> </li> </ul>

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