Professional area 1: Professional knowledge
(Subject/Specialist Knowledge, Pedagogical Knowledge, and Knowledge Transferral)

1.1 USING EVIDENCE TO IMPROVE SPECIALIST KNOWLEDGE AND PEDAGOGY (E.G. SUBJECT, PHASE, NEED, CONTENT SPECIFIC)			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.1.1 SELF: Demonstrate an understanding of specialist subject content and knowledge, subject specific pedagogy and identified areas for self improvement in order to enhance learning experiences for students. COMMUNITY: Engage in professional discussion about specific areas of specialist knowledge with colleagues.	**1.1.2** SELF: Engage with aspects of evidence in order to develop specialist knowledge and subject pedagogy. Apply this to in order to strengthen learning opportunities. COMMUNITY: Open up professional dialogue about the impact of analysing and applying evidence to practice with immediate team.	**1.1.3** SELF: Engage with a range of evidence to develop specialist knowledge and mastery. Exhibit innovative practice in specialist area. COMMUNITY: Facilitate the sharing of the experience of using evidence to improve professional learning within and outside of immediate team.	**1.1.4** SELF: Engage critically with a wide range of evidence in order to develop specialist knowledge and mastery. PROFESSION: Share learning regionally or nationally, as an advocate of the specialist area.

1.2 USING EVIDENCE TO IMPROVE LEARNING EXPERIENCES (PEDAGOGICAL KNOWLEDGE AND IMPLEMENTATION)			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.2.1 SELF: Show awareness of a range of approaches to learning including digital and how students learn most effectively. Including diverse cultural, linguistic, religious and socioeconomic influences, and vulnerable or minority groups, special educational needs or disability and behaviour COMMUNITY: Engage in professional discussion about learning with colleagues.	**1.2.2** SELF: Use a range of approaches to learning, taking account of how students learn most effectively. Demonstrate understanding of the role of concepts, substance, structure and sequence within effective learning journeys. Show the role of data, formative and summative assessment COMMUNITY: Open up professional dialogue about the impact of different approaches to learning with immediate team.	**1.2.3** SELF: Have an understanding of how children and young people and adults learn; demonstrating knowledge of pedagogical perspectives. COMMUNITY: Lead professional learning experiences outside immediate team by articulating and demonstrating a range of perspectives and approaches.	**1.2.4** SELF: Have an in-depth understanding of how children and young people, adults and peer professionals learn; demonstrating knowledge of pedagogical perspectives in theory and application. PROFESSION: Share this learning regionally or nationally, as an advocate of developing the profession's knowledge and application of pedagogy.

1.3 TRANSLATING THROUGH RESEARCH, SPECIALIST EXPERTISE, KNOWLEDGE AND PEDAGOGY TO PRACTICE AND TO THE PROFESSION			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
1.3.1 SELF: Reflect on practice and enact new approaches. Develop resources for the purpose of meeting identified needs including formative assessment. COMMUNITY: Engage in professional discussion with colleagues about how targeting	**1.3.2** SELF: Reflect critically on practice and extend this through alternative, evidence-based approaches. COMMUNITY: Open up professional dialogue with immediate team about how critical reflection and use of evidence has impacted on practice.	**1.3.3** SELF: Consistently apply critical reflection to practice, developing ideas from understanding related evidence, and apply these appropriately. COMMUNITY: Facilitate the sharing, within and outside of immediate team, about how the application of critical reflection and critical use of evidence has	**1.3.4** SELF: Through critical analysis of a range of specialist and pedagogical evidence, identify and apply concepts in order to improve learning experiences for peers as well as children and young people. PROFESSION: Facilitate the transferral of expertise across

specific needs has impacted practice.		impacted practice both short and longer term.	the wider profession (regionally or nationally) of larger scale or longitudinal critical analysis and uses of evidence to improve learning - ensuring that the focus is on the resultant impact.

Professional area 2: Personal skills & attributes
(Communicating, Consensus, Resilience and Sustainability)

2.1 COMMUNICATING AND PRESENTING BOTH THE CLASSROOM AND THE TEACHING PROFESSION			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.1.1 SELF: Demonstrate professional practice in the classroom and with other colleagues, exploring verbal and non verbal, written and digital channels.	**2.1.2** SELF: Using a range of methods and formats, apply communication and presentation expertise within the classroom, and the wider profession, to support student and professional learning. COMMUNITY: Engage in professional dialogue about the impact of exchanging practice.	**2.1.3** SELF: Plan and facilitate ways of sharing practice within and beyond immediate teams and networks. COMMUNITY: Embed professional discussion about the impact of this work in the planning and delivery.	**2.1.4** SELF: Plan and facilitate ways of sharing practice – using a range of spoken, written and online channels, within and beyond known networks and communities of practice. PROFESSION: Evidence the impact of this work on both the professionals involved and the learning communities with which they work.

2.2 BUILDING SHARED CONSENSUS AMONGST TEACHING COLLEAGUES AND THE SCHOOL COMMUNITY			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.2.1 SELF: Demonstrate the ability to engage productively in professional dialogue with others about shared issues – as both a contributor and listener. COMMUNITY: Facilitate ways of continuing this work with colleagues parents and other community stakeholders.	**2.2.2** SELF: Facilitate a group of professionals in engaging in professional dialogue in order to reach a shared consensus. COMMUNITY: Show a leading role in prompting the group to plan next steps that take account of the collective views, needs and priorities.	**2.2.3** SELF: Enable a range of professionals to engage in professional debate – taking a facilitative role in ensuring that all perspectives are recognised and drawn into a shared outcome. COMMUNITY: Show the impact on both professionals and their learning communities of the debate outcomes, and the professional relationships that have been developed as part of it.	**2.2.4** SELF: Bring together a contrasting range of professionals to tackle a shared issue where there are known controversies or difficulties, and where an outcome is known to be required. Empower and motivate peer professionals to ensure equity in consensus. PROFESSION: Show the impact on the wider profession of this work, and also for the professionals involved and their learning communities. Ensure that models of achieving this are shared in order to coach others to lead the same approaches.

2.3 DEVELOPING CHALLENGE, INNOVATION AND RESILIENCE WITHIN TEACHING			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.3.1 SELF: Demonstrate an understanding of the	**2.3.2** SELF: Identify and implement a new approach or innovative	**2.3.3** SELF: Identify professional challenges, and demonstrate	**2.3.4** SELF: Demonstrate how leading change, including

challenges that those working in the teaching profession face, both emotionally, physically and professionally.

Ensure compliance with current national policy, and organisational requirements.

COMMUNITY: Open dialogue with peer professionals about approaches to managing these challenges.

concept to address known professional challenges.

COMMUNITY: Lead dialogue with peer professionals about the impact of these approaches on building resilience and tackling challenges.

how change can be managed positively and productively; drawing on resilience, innovation, creativity, research, data and other forms of evidence.

COMMUNITY: Show how managing self impacts upon both peer professionals as well as each other's learning communities.

innovation, in the context of an understanding of peers' levels of resilience, has had an impact upon both the professionals as well as their learning communities.

PROFESSION: Lead regional and national change in a measured and knowledgeable way that shows impact on learning, but also sustains professional confidence.

2.4 CONSISTENT AND SUSTAINABLE PROFESSIONAL LEARNING			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
2.4.1 SELF: Identify personal goals to improve knowledge, skills and understanding, and clear plans for how these will be developed. Ensure that research and evaluation of own and peers practice as part of professional learning. COMMUNITY: Engage in dialogue with professional colleagues in order to share learning goals and experiences.	**2.4.2** SELF: Continue to set and achieve goals for extending professionallearning which share an intention to excel in relevant areas ofteaching practice. Embed theresearch and evaluation of ownand peers practice as part of professional learning. COMMUNITY: Sustain consistent professional dialogue with otherstackling the either the same,similar or different professionallearning challenges.	**2.4.3** SELF: Sustain a consistent approach to setting and achieving goals for extending professional learning which provide increasing challenge. COMMUNITY: Sustain consistent professional dialogue with others leading the same professional learning challenges. Demonstrate an understanding of adult learning when instigating, providing or supporting the learning of other professionals.	**2.4.4** SELF: Demonstrate a deep-seated drive for excellence through critical reflection on, and in, action. PROFESSION: Demonstrate how this drive has impacted upon both learning communities and professional networks regionally and nationally.

Professional area 3: Leading Learning (Coaching, Vision and Networking)

3.1 LEADING THE PROFESSION THROUGH COACHING			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.1.1 SELF: Identify how and why peers and leaders use coaching and mentoring skills to enable learning in other professionals. Begin to seek out and utilise coaching and mentoring from peers - either formally or informally. COMMUNITY: Experiment with approaches to encouraging others, both learners and peer professionals.	**3.1.2** SELF: Identify the impact of being coached by a peer or leader, on both teaching practice and professional understanding. COMMUNITY: Utilise coaching approaches which evidence has shown create a positive impact on professional learning.	**3.1.3** SELF: Embed coaching into professional practice, either through planning for sustainability or through identifying accurately where, when and from whom coaching will support improved practice. COMMUNITY: Based on evidence-based approaches – seen either directly or otherwise – support peers through coaching, and identify the impact on the peer and their practice.	**3.1.4** SELF: Receive and reciprocate coaching practice with a range of peers in order to support collective professional growth. PROFESSION: Undertake critical analysis of coaching practices in order to lead groups of professionals either locally, regionally or nationally, in developing their understanding and use of coaching approaches.

3.2 LEADING THE PROFESSION, UNDERPINNED BY MORAL PURPOSE, ETHICS AND VALUES			
Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.2.1 SELF: Identify and explore the role of moral purpose in those	**3.2.2** SELF: Articulate a moral purpose that underpins	**3.2.3** SELF: Embed evidence of moral purpose into practice,	**3.2.4** SELF: Drawing on a deep moral purpose that has

who are in leadership roles, and articulate an understanding of how this is seen through practice. Be clear about the role of values in both learning and teaching, and what the impact of this is

COMMUNITY: Open professional dialogue with peers about the role of vision and its impact on practice

– both for learners and professionals ensuring student well-being and safety as well as learning.

teaching, and show how it draws upon direct experiences from peers and from evidence.

COMMUNITY: Sustain professional dialogue about this vision, refining and developing it, and analyse the impact on practice that changes start to make.

and begin to think about how this relates to the wider teaching community and profession, refining and developing appropriately.

COMMUNITY: Sustain and extend professional dialogue about the vision and the impact of it being a focus area for professional reflection.

been considered, refined and developed, translate this into practice through regional and national work which has a clear impact on communities of learners and professionals.

PROFESSION: Clearly identify, critically analyse and then articulate the impact of a vision- led approach for extending the profession's capital.

3.3 LEADING THE PROFESSION THROUGH NETWORKING

Level 1 (Beginning)	Level 2 (Developing)	Level 3 (Embedding)	Level 4 (Transforming & Leading)
3.3.1	**3.3.2**	**3.3.3**	**3.3.4**
SELF: Pro-actively plan time to connect with colleagues using small and known networks (e.g. peer colleagues, online groups, local networks).	SELF: Sustain a range of networks – both in person and online, with a clear view of how each helps target areas of professional need, instigating disciplined collaboration.	SELF: Embed the use of local, regional and national networks in practice, including both in person and online, by making explicit links to priority areas through joint practice development and distributing collaboration.	SELF: Establish, lead and sustain networks both within and outside immediate organisation, and regionally or nationally. Demonstrate the impact of these networks on learners and professionals.
COMMUNITY: Start to contribute ideas and questions in order to prompt group dialogue – leading decentralised approaches to collaboration.	COMMUNITY: Begin to explore new networks which specifically meet professional needs so that the networking is goal focused – ensuring that there is a reasonable balance of receiving and reciprocating.	COMMUNITY: Through this joint practice, ensure that reflective thinking, planned actions and the critical analysis of them, and the findings, are shared either formally or informally with an appropriate audience, ensuring transferability across contexts.	PROFESSION: Ensure that the networks are accessible to a wide range of teaching professionals through different communication approaches, and that the focus of the networks is on shared and joint professional development.