EXPECTED STANDARD LEADERSHIP

KNOWLEDGE
THE LEADER KNOWS...

BEHAVIOUR
THE LEADER IS ABLE TO...

LEADERSHIP STYLES

KNOWLEDGE	BEHAVIOUR
*The theory of different leadership styles learnt from a range of sources	*Adapt their leadership and use the most suitable leadership style appropriate to the situation

EMOTIONAL INTELLIGENCE

KNOWLEDGE	BEHAVIOUR
*The theory of emotional intelligence	Use their understanding of EQ to manage their own emotions *Demonstrate they are self-aware *Demonstrate they are emotionally resilient *Demonstrate they take constructive feedback well

EXCELLENCE AT EC

KNOWLEDGE	BEHAVIOUR
*What the expected standards of excellence look like at EC inside and outside of the classroom	Articulate what excellence looks like in their area of responsibility Hold people to account to the expected standards of excellence

STRATEGIC DIRECTION & VISION

KNOWLEDGE	BEHAVIOUR
*The school's strategic direction and vision *The strategic direction and vision of their area of responsibility	Articulate the schools and their own strategic direction and vision *Ensure that all actions are in line with the school's and team's strategic direction and vision

KHDA/DSIB & BSO FRAMEWORKS

KNOWLEDGE	BEHAVIOUR
*Every detail of the DSIB framework and its relevance to their team *Every detail of the BSO framework and its relevance to their team	*Ensure that all planning and actions are aligned to the expectations of both the DSIB and BSO frameworks

PRINCIPLES OF CURRICULUM DESIGN

KNOWLEDGE	BEHAVIOUR
*The principles of effective curriculum design	*Utilise this knowledge to ensure that the curriculum is designed appropriately across their area to promote and challenging yet inclusive curriculum

EFFECTIVE ASSESSMENT METHODS

KNOWLEDGE	BEHAVIOUR
*Knowledge of the principles of effective assessment procedures	*Ensure that data is robust and feeds forward to impact on the learning of students

EFFECTIVE TEACHING AND LEARNING

KNOWLEDGE	BEHAVIOUR
*Effective principles of teaching and learning	*Ensures that there is high quality t&l in their area of responsibility *Holds staff to account for the quality of t&l using a variety of data and strategies

EFFECTIVE LEADERSHIP

KNOWLEDGE	BEHAVIOUR
*The principles of effective leadership *A wide range of leadership theory and research	*Use their leadership knowledge to ensure they are an effective leader *Demonstrate they are a reflective and vulnerable leader *Demonstrate honesty and integrity as a leader *Develop high social capital

KNOW HOW TO SELF-EVALUATE PLAN FOR IMPROVEMENT

KNOWLEDGE	BEHAVIOUR
*What rigorous, effective self-evaluation procedures look like in their area of responsibility *How to generate strategic and operational self-evaluation plans	*Generate effective self-evaluation plans that are both strategic and operational *Effectively measure the impact of all actions taken, using all relevant data

DEVELOPING OTHERS

KNOWLEDGE	BEHAVIOUR
*About coaching theory and practice *How to develop other teachers *How to develop other leaders	*Use coaching theory to develop others *Demonstrate they are invested in the professional learning and development of others *Purposefully puts plans in place to develop others

EXPECTED STANDARD
TEACHING & LEARNING

KNOWLEDGE
THE TEACHER KNOWS...

BEHAVIOUR
THE TEACHER IS ABLE TO...

ALL PRIOR LEARNING IS USED TO PLAN FUTURE LEARNING

KNOWLEDGE	BEHAVIOUR
*Principles of effective curriculum design *What Understanding by Design is *How to sequence learning to have the most impact *What CAT4 data is and shows *What progress test data is and shows *What it means to be classified as MAT *What the 3 SEND waves are *What the 3 EAL waves are *What the 3 watchlist waves are *What PASS data is and shows	*Plan learning over the long and short term that sequences lessons appropriately *Use contextual data to plan learning *Create an appropriate seating plan using contextual, attainment and progress data *Plan opportunties to use support staff appropriately so that they have an impact on learning

EFFECTIVE LEARNING IS THE KEY FOCUS OF ALL THAT WE DO

KNOWLEDGE	BEHAVIOUR
*Content knowledge of their subject so as to be able to challenge and inspire the most able *Current research into T&L best practice *The school's REMSAP model of effective T&L *Rosenshine's Principles of instruction *Research into the science of learning *Subject specific pedagogy *How to meet the needs of all learners *What critical thinking skills are and how to develop them in students *What problem solving skills are and how to develop them in students *What independent learning skills are and how to develop them in students *How to develop literacy skills within the subject *How to deploy support staff effectively *How to use homework to support learning effectively at each key stage *How to develop a love of learning and intellectual curiosity for the subject	*Deliver lessons that develop students' knowledge, skills and understanding *Meet the needs of all learners *Develop critical thinking skills *Develop problem solving skills *Develop independent learning skills *Develop literacy skills *Use support staff appropriately so that they have an impact on learning *Use homework effectively to support learning at each key stage *Develop a love of learning and intellectual curiosity for the subject

WE CHECK FOR PROGRESS THROUGHOUT THE LEARNING PROCESS, ADAPTING LEARNING APPROPRIATELY

KNOWLEDGE	BEHAVIOUR
*What checking for progress in lessons looks like *How to ensure students make progress over time *What the expectations are for each grade within each year group/ key stage *Different types of formative assessment *Different types of summative assessment *What effective standardisation and moderation look like *How to ensure the assessment date is both valid and reliable *How to use assessment data to generate holistic report grades *Know what impactful intervention looks like *How to use books and resources to narrate and evidence the learning process	*Ensure that all students make progress within a lesson *Ensure that all students make better than expected progress against CAT4 targets *Assess accurately with a thorough knowledge of the assessment requirements of the course *Use formative assessment to be responsive and to move learning forward *Use summative assessment to understand where a student is in their learning *Standardise and moderate marking *Generate valid and reliable assessment data *Generate valid and reliable report grades *Intervene effectively to drive learning forwards *Use books and resources effectively to narrate and evidence the learning process

WE COMMUNICATE LEARNING WITH ALL STAKEHOLDERS BY BEING TRANSPARENT AND SHOWING INTEGRITY

KNOWLEDGE	BEHAVIOUR
*What student metacognition is *Principles of effective feedback *How feedback is used to feedforward and have an impact on learning *What a learning conversation looks like *How to effectively communicate learning and progress to parents *How to engage parents in the learning process	*Use metacognition to support student reflection *Give effective feedback that engages students in the learning process *Use feedback to feedforward *Hold effective learning conversations *Communicate effectively with regard to students' achievements and well-being *Engage parents in the learning process *Ensure that parents are always fully informed on their child's attainment and progress

EXPECTED STANDARD
NON NEGOTIABLE EXPECTATIONS

ALL STAFF

Safeguarding
Dress
Attendance
Punctuality
Treat with respect
UAE rules
Adhere to policies
Contribute to wider life
Professional relationships with colleagues
Positive attitudes and behaviours
Rules for own behaviour
Engaged in own PD

*Safeguarding is the primary focus in all that we do - we promote safeguarding as the most important part of school business for which all staff are responsible
*All staff demonstrate the highest standards of dress, respecting the UAE context and the professional school context
*All staff have proper and professional regard for the ethos, policies and practices of EC, and maintain high standards in their own attendance and punctuality.
All staff demonstrate tolerance of and respect for the rights of others
*All staff develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
*All staff adhere to the UAE's guidelines, expectations and rules
*All staff adhere to all school policies
*All staff contribute to the wider life of the school beyond the scope of their role
*All staff demonstrate positive attitudes and behaviours in all that they do
*All staff actively engage in their own professional learning, understanding that there is always room for growth through appropriate professional development, responding to advice and feedback from colleagues

TEACHERS

Register
ECAs
Behaviour management - following policy
Classroom climate
High expectations of students
Form tutoring/Pastoral care

*Class teachers always complete a register in the first 5 minutes of a lesson.
*Class teachers follow school protocol for missing students
*Class teachers manage behaviour appropriately maintaining the highest standards of behaviour in line with the positive behaviour policy
*Class teachers foster a positive classroom climate that is conducive to learning
*Class teachers have the highest expectations for student attainment and progress
*Class teachers make a positive contribution to the wider life and ethos of the school, for example, by offering a weekly ECA activity and attending school events where appropriate
*Class teachers engage positively and proactively in delivering high quality pastoral care as form/class teacher
*Class teachers undertake duties to ensure the smooth running of the school and events, such as exam invigilation

EXPECTED STANDARD
TEACHING & LEARNING PRIMARY

The teacher knows...	The teacher is able to...		Primary Areas of Focus

USING LEARNING
ALL PRIOR LEARNING IS USED TO PLAN FUTURE LEARNING

*Principles of effective curriculum design *How to sequence learning to have the most impact *What CAT4 data is and shows *What progress test data is and shows *What it means to be classified as MAT *What the 3 SEND waves are *What the 3 EAL waves are *What the 3 watchlist waves are *What PASS data is and shows	*Plan learning over the long and short term that sequences lessons appropriately *Use contextual data to plan learning *Create an appropriate seating plan using contextual, attainment and progress data *Plan opportunities to use support staff appropriately so that they have an impact on learning	Seating plans Continue to curriculum design Planning - short and long term Using data to plan learning Planning for support staff	

LEARNING
EFFECTIVE LEARNING IS THE KEY FOCUS OF ALL THAT WE DO

*Content knowledge of their subject so as to be able to challenge and inspire the most able *Current research into t&l best practice *The school's REMSAP model of effective t&l *Rosenshine's Principles of instruction *Research into the science of learning *Subject specific pedagogy *How to meet the needs of all learners *What critical thinking skills are and how to develop them in students *What problem solving skills are and how to develop them in students *What independent learning skills are and how to develop them in students *How to develop literacy skills within the subject *How to deploy support staff effectively *How to use home learning to support students effectively at each key stage *How to develop a love of learning and intellectual curiosity for the subject	*Deliver lessons that develop students' knowledge, skills and understanding *Meet the needs of all learners *Develop critical thinking skills *Develop problem solving skills *Develop independent learning skills *Develop literacy skills *Use support staff appropriately so that they have an impact on learning *Use homework effectively to support learning at each key stage *Develop a love of learning and intellectual curiosity for the subject	Subject knowledge Pedagogy Science of learning Subject pedagogy Challenging Meet the needs of all learners Learning skills Critical thinking Problem solving Independent learning Using support staff Love of learning Homework Literacy	ENGLISH - writing skills and models for teaching writing - Talk4Writing Reading development - teaching of reading skills (PERMA to guided reading) REMSAP - modelling will be a focus John Hattie's work and the development of learning skills (surface, deeper and transferable learning) STEAM - curriculum skills and knowledge development SCIENCE - development of teachers' skills in scientific investigations (exploring one skill at a time with the pupils) MATHS - mathematical enquiry, critical thinking and investigations: using technology to enhance mathematics ARABIC - differentiation and meeting the needs of all learnings. MAT - development of provision INCLUSION - EAL provision, smarter targets on IEPs, supporting SEND pupils in mainstream classes, LSA professional development. MODERATION - particularly of writing and science - judgements of pupils who are below, at and above the standards for the year group. EYFS - maths: critical thinking and making progress clear and obvious with focused teaching tasks, english: environment to be both language and print rich, science: developing year 1 knowledge and skills to challenge pupils' thinking.

ASSESSING LEARNING
WE CHECK FOR PROGRESS THROUGHOUT THE LEARNING PROCESS, ADAPTING LEARNING APPROPRIATELY

*What checking for progress in lessons looks like *How to ensure students make progress over time *What the expectations are for each grade within each year group/ key stage *Different types of formative assessment *Different types of summative assessment *What effective standardisation and moderation look like *How to ensure assessment date is both valid and reliable *How to use assessment data to generate holistic report grades	*Ensure that all students make progress within a lesson *Ensure that all students make better than expected progress against CAT4 targets *Assess accurately with a thorough knowledge of the assessment requirements of the course *Use formative assessment to be responsive and to move learning forward *Use summative assessment to understand where a student is in their learning *Standardise and moderate marking *Generate valid and reliable assessment data *Generate valid and reliable report grades	Checking for progress Formative assessment Summative assessment Generating report data Accountable for attainment and progress Minimum standard of progress	Clear criteria for writing to help with moderation - exemplification materials to support assessment (Mat's document) Marking and feedback policy to apply to all subjects consistently AfL focus to check for progress in and between lessons Middle leader development to take on responsibility for assessment within year group or subject

DISCUSSING LEARNING
WE COMMUNICATE LEARNING WITH ALL STAKEHOLDERS BY BEING TRANSPARENT AND SHOWING INTEGRITY

*What student metacognition is *Principles of effective feedback *How feedback is used to feedforward and have an impact on learning *What a learning conversation looks like *How to effectively communicate learning and progress to parents *How to engage parents in the learning process	*Use metacognition to support student reflection *Give effective feedback that engages students in the learning process *Use feeback to feedforward *Hold effective learning conversations *Communicate effectively with regard to students' achievements and well-being *Engage parents in the learning process	Learning conversations Students to reflect on learning Feedback and feedforward Parents' communication Reports Parental engagement	Formative assessment practices for self reflection teachers expected to manage live marking for 50% of the class during lessons Parental engagement sessions - might be with children leading the learning for a day; curriculum engagement sessions with subject leaders; working with EAL pupils' parents (frontloading); parents and their careers - pop up university sessions (dentists, doctors, vets, etc...) Theme days and inviting parents in to engage with the school