

A tiered approach

The standards are tiered in such a way that reflects the level of contribution that practitioners are making towards discrete professional disciplines and leadership responsibilities. The tiers describe expected levels of professional practice; from those at entry level, making a contribution to a process or function, to those with senior strategic leadership responsibility in complex schools/trusts or across several schools/settings.

Tier 1	Tier 2	Tier 3	Tier 4
Tasks or responsibilities are likely to include, but are not limited to:			
Contribution to a process or project with some direct responsibility for tasks or an element of a team.	Some individual responsibility or autonomy for the supervision of a team, process or project. Responsible for individuals/teams carrying out functional tasks.	Responsibility and autonomy for the management of a team, process or projects. Accountability for an individual or a team discharging a task or function.	Accountability for strategic leadership; or, a specialist with responsibility for defined areas of the school/trust. Committed to system leadership and the improvement of the sector.
Working at or beyond	Working at or beyond	Working at or beyond	Working at or beyond
QCF L3 (e.g. L3 Diploma)	QAA/QCF L3 (e.g. L3 Diploma)	QAA/QCF L4 (e.g. HNC)	QAA/QCF L6 (e.g. Bachelor's degree)
Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding
Immediate skills required to perform tasks to a defined standard.	Competent to operate across a number of interrelated tasks and professional disciplines.	Competent to operate across a number of interrelated tasks and professional disciplines in some complex and non-routine situations.	Competent to operate in complex and non-routine situations and can develop others.
Basic understanding of the context/purpose of tasks undertaken.	Broad understanding of the context /purpose of tasks undertaken.	Detailed understanding of the strengths of the school/trust.	Comprehensive and possibly, specialised understanding of the wider context in which the school operates.