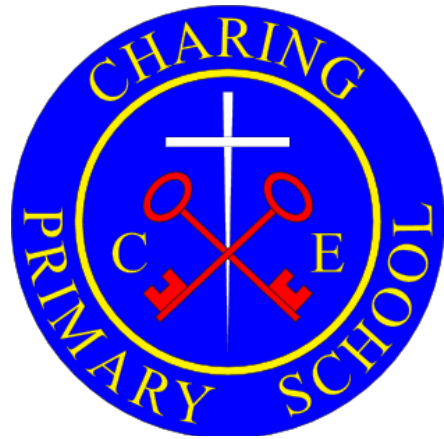




*...those who hope in the LORD will renew their strength.*

*They will soar on wings like eagles; they will run and not grow weary, they will walk and*



## Charing Church of England Primary School

### **Job Standards Policy**

Document Information	Date/source of Policy	Responsibility
Date of review	September 2019	EHT/SLT
Date of new review	September 2020	EHT/SLT

**Our Vision** -As an inclusive community built on friendship and love, Christian values inspire us through our future. Everyone is empowered to recognise their God-given potential and to become lifelong learners. We support our aspirations and encourage independence.

**Love Friendship Kindness Truth Hope**

**National Standards Final Review (to be brought to all appraisal meetings)**

**Confidential**

**TEACHERS' STANDARDS REVIEW**

Name.....Pay Scale .....

**PART 1: TEACHING**

<b>Preamble</b>	
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date; build professional relationships; and work with parents in the best interests of their pupils.	
<b>Met</b>	<b>Not Met</b>
<b>Standard</b>	
1.1 Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> <li>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	
1.2 Promote good progress and outcomes by pupils <ul style="list-style-type: none"> <li>1. Be accountable for pupils' attainment, progress and outcomes</li> <li>2. Plan teaching to build on pupils' capabilities and prior knowledge</li> </ul>	

<ol style="list-style-type: none"> <li>3. Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ol>	<p>1.3 Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> <li>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ol>
<p>1.4 Plan and teach well-structured lessons</p> <ol style="list-style-type: none"> <li>1. Impart knowledge and develop understanding through effective use of lesson time</li> <li>2. Promote a love of learning and children's intellectual curiosity</li> <li>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>4. Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ol>	<p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> <li>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</li> <li>3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ol>
<p>1.6 Make accurate and productive use of assessment</p>	

<ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils' progress</li> <li>3. Use relevant data to monitor progress, set targets and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>	
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> <li>1. Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>	
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>	

<p><b>Part 2 Personal and Professional Conduct</b>  <b>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</b></p>	<p>Up ex Be ex</p>
<p>2.1 Teachers uphold public trust in the professional and maintain high standards of ethics and behaviour, within and outside school, by:</p>	

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

2.2 Teachers must have proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality

2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

	Upper Pay Spine Standards	Supporting Evidence supplied by TEACHER
Knowledge and Understanding	1. Evidence should demonstrate the teacher has made <b>substantial</b> contribution to the whole school having sustained a thorough and up to date knowledge of the teaching of their subject and take account of the wider curriculum developments that are relevant to their work, using their own initiative to support the development of others' knowledge and understanding.	How do you contribute to the whole school? How do you develop your subject knowledge and ensure it is current? How do you use your own initiative to support the development of others?
Teaching and Assessment	2. Evidence should demonstrate that the teacher has made substantial contribution to the school having sustained their ability to effectively plan and sequence lessons to meet pupils' individual learning needs, using their own initiative to support the development of others' understanding of effective planning and progression.	How do you make a substantial contribution to the school through using your own initiative? Do you support others?
	3. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained use of effective strategies for teaching and classroom management, eg through supporting others by team-teaching, peer observations and support plans.	How do you make a substantial contribution to the school through demonstrating effective teaching and learning strategies? Classroom management? How do you support others?
	4. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained use of information about prior attainment to set and achieve well-grounded expectations for pupils and monitor progress to give clear and constructive feedback. Support for all staff prior to PPMs to ensure clarity of professional discussions.	How do you support and develop colleagues? How do you understand the use of information?

<p style="text-align: center;"><b>Pupil Progress</b></p>	<p>5. Evidence should demonstrate that the teacher has made a substantial contribution to the school through their teaching resulting in a sustained impact on pupil progress. As a result of their teaching, the pupils should achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should also be shown in marks or grades in any relevant national tests or examinations, or school based assessment.</p> <p>As a result of their leadership, evidence should show that progress is good or better than national in their subjects across the school. Where this is not the case, rigorous action plans are implemented and staff supported. Concerns regarding accountability directed to SLT.</p>	
<p style="text-align: center;"><b>Wider Professional Effectiveness</b></p>	<p>6. Evidence should demonstrate that the teacher has made a substantial contribution to the school through their professional development activities and through sustained use of the outcomes from these activities for the purpose of improving teaching and pupils' learning.</p> <p>Evidence should demonstrate that the teacher has made a significant contribution to the school's professional development by leading activities for others (eg proactively leading staff training and demonstrating impact).</p>	<p>How have you made a significant contribution to the school in improving teaching and pupil's learning?</p> <p>How have you contributed to the professional development of others?</p>
	<p>7. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained involvement in areas of school aspiration and policy development (eg proactively ensuring all school policies and statutory guidelines are followed by staff).</p>	

<b>Professional Characteristics</b>	<p>8. Evidence should demonstrate that the teacher has made a substantial contribution to the school through sustained professional effectiveness and have supported pupils to do their best through:</p> <ul style="list-style-type: none"><li>i. Inspiring trust and confidence</li><li>ii. Building team commitment</li><li>iii. Engaging and motivating pupils and staff</li><li>iv. Analytical thinking</li><li>v. Positive action to improve the quality of pupils' learning.</li></ul>	<p>How do you demonstrate professional effectiveness? How do you support pupils to do their best?</p>
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## **Admin Staff Standards**

***Ensure that documents are prepared and filed, and data is entered into IT systems accurately and***

Not met	Met	Exceeds
<ul style="list-style-type: none"> <li>• Letters and other documents often contain typing errors, misspellings and formatting errors</li> <li>• Letters and other documents are sometimes presented after deadlines have passed</li> <li>• Data entry is sometimes inaccurate and/or there are omissions</li> <li>• Data entry deadlines are missed, creating problems for school leaders, governors and curriculum leaders</li> <li>• Elements of the job description not being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and other documents are presented on time and with very few, if any, typing errors</li> <li>• Data entry is accurate, on time and reliable</li> <li>• All letters are approved by the Head of School / Executive Head</li> <li>• All letters are sent promptly</li> <li>• Office Diary is kept up-to-date</li> <li>• Filing is completed regularly</li> <li>• Meeting all aspects of the job description</li> </ul>	<ul style="list-style-type: none"> <li>• L</li> <li>• p</li> <li>• c</li> <li>• F</li> <li>• l</li> <li>• n</li> <li>• D</li> <li>• c</li> <li>• n</li> <li>• p</li> </ul>

***Greet visitors, staff and pupils professionally and with a welcoming manner.***

Not met	Met	Exceeds
<ul style="list-style-type: none"> <li>• Visitors, staff and especially pupils are kept waiting while other tasks are attended to</li> <li>• The receptionist's manner is brusque, officious or unfriendly</li> <li>• Distressed adults and pupils are not treated with empathy and kindness</li> <li>• Reception is sometimes left unmanned</li> </ul>	<ul style="list-style-type: none"> <li>• Non-urgent tasks are always set aside when visitors, staff and pupils approach the reception desk</li> <li>• The receptionist's manner is professional and courteous</li> </ul>	<ul style="list-style-type: none"> <li>• F</li> <li>• c</li> <li>• p</li> <li>• D</li> <li>• h</li> <li>• c</li> <li>• s</li> </ul>

- 
- Visitors access the site without having read the safeguarding summary
  - Visitors are not given Visitor ID badges
  - Distressed individuals are treated respectfully and with warmth and empathy, and assistance is summoned quickly
  - Reception is never left unmanned except in a severe emergency, when doors and windows are locked
  - All visitors coming on site have read the Safeguarding summary and issued with a Visitor Badge.
  - T
  - c
  - h
- 

### **Admin Standards Linked to Professional Teaching Standards**

#### ***Professional Attributes - Frameworks***

##### **Met**

- Know the limits of their role, including when to refer issues or people on, and to whom, and where to get help and support
  - Know, understand and comply with procedures relating to confidentiality
  - Know how to report, record and pass on information
  - Understand why it is important to follow policies and procedures and know where to find such policies and procedures
  - Act on procedures that relate to pupils' safety and well being
- 

#### ***Professional Attributes – Communicating and Working with Others***

##### **Met**

- Establish respectful, professional relationships with pupils and adults
  - Maintain working relationships with colleagues
  - Develop own effectiveness in a support role
-

- 
- Know who you are accountable to and who is accountable to you (as appropriate) in your working environment
  - Communicate with children in clear, jargon-free language, without patronising them
  - Liaise effectively with parents
  - Liaise with colleagues, professionals and agencies to support families
  - Understand why children might behave in unexpected ways
  - Communicate effectively with pupils, staff and other adults
  - Contribute to the well-being and safeguarding of pupils
  - Know own role and the aims of own work
  - Work with your manager, or other relevant person, to agree and follow a professional development plan
  - Develop and maintain respectful, professional relationships with pupils and adults
-

## ***Professional Attributes – Personal Professional Development***

### **Met**

- Work with manager, or other relevant person, to agree and follow a professional development plan
- Understand the importance of continued professional development
- Show how own day-to-day work has been influenced by feedback from colleagues or from children and families
- Know ways to improve own practice and take opportunities to do so
- Understand the opportunities for your career to progress and identify who can help you make the most of those oppor

## ***Relationships with Children and Young People***

### **Met**

- Recognise and respect differences between individuals and play their part in making the school more inclusive
- Be aware of, and sensitive to, factors that can affect pupils' ability to think and learn
- Act to promote pupils' safety and well being
- Show how you include people and act fairly
- Support and respect people's differences in your day-to-day work
- Show how you promote the principles and values essential for working with children
- Reflect the values of the school and act as good role models through their conduct
- Know the service standards or codes of practice concerning principles and values relevant to your work

## ***Professional Knowledge and Understanding – Teaching and Learning***

### **Met**

- Respond appropriately to what children are communicating to you (CWDC)

### ***Professional Knowledge and Understanding – Assessment and Monitoring***

#### **Met**

- *Assist with data entry regarding outcomes of statutory tests etc*
- *Maintain records on SIMs, produce reports from that data*
- *Collate and input census data*
- *Maintain electronic registers and interrogate them as needed*
- *Collect and input pupil data*

### ***Professional Knowledge and Understanding – Subjects and Curriculum***

#### **Met**

- *Use computer and other hardware efficiently to access, retrieve and exchange relevant information of different types*
- *Use IT to exchange information*
- *Use specialist or bespoke software*
- *Control practices for handling payments*
- *Be involved in organising and maintaining curriculum resources*
- *Procure products and services*
- *Keep up to date with operation of photocopiers and other Office technology. Ensure refill stocks maintained.*

### ***Professional Knowledge and Understanding – Achievement and Diversity***

#### **Met**

- 
- Know and respond sensitively to factors that can affect the way pupils learn
  - Understand the roles and responsibilities of teachers and others who work with pupils and how their support role relates to them
  - Report any concerns about pupils to relevant staff
  - Recognise when pupils are in danger of risk or harm, take action to protect them and report any concerns to relevant staff
- 

### ***Professional Knowledge and Understanding – Health and Well-Being***

#### **Met**

- Understand other agencies' roles and responsibilities in keeping children safe from harm
    - Know when and how to refer a concern you have about child protection
    - report any concerns about pupils to relevant staff
  - Be able to recognise when pupils are in danger of risk or harm and know what actions to take to protect them
  - Understand the important developmental needs of children you work with
- 

### ***Learning Environment***

#### **Met**

- Prepare and maintain a safe environment
  - Maintain a tidy and welcoming reception area
  - Encourage children's positive behaviour
  - The environment is consistently maintained with up-to-date information available to engage visitors and parents. This includes displays, notices and signage.
- 

### ***Team Working and Collaboration***

## Met

- Know the principles of effective teamwork
- Show you are well-organised, reliable and dependable in your work
- Know the staff support or supervision arrangements available to you
- Admin team runs smoothly at all times, supporting each other effectively to ensure all deadlines are met.

## **HLTA and TA Roles for Job Descriptions**

### **Main purpose**

The [TA/HLTA] will:

Work with class teachers to raise the learning and attainment of pupils

Promote pupils' independence, self-esteem and social inclusion

Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experier

### **Duties and responsibilities**

#### **Teaching and learning**

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support t  
achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)

Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activ

Use effective behaviour management strategies consistently in line with the school's policy and procedures

Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to e  
environment

Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment

Observe pupil performance and pass observations on to the class teacher

Supervise a class if the teacher is temporarily unavailable

Use ICT skills to advance pupils' learning

Undertake any other relevant duties given by the class teacher

For HLTAs, add:

To cover and lead class teaching (under supervision) as and when appropriate

Direct the work, where relevant, of other adults in supporting learning

Coaching Staff



## **Planning**

Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance at the level of the role

Read and understand lesson plans shared prior to lessons, if available

Prepare the classroom for lessons

For HLTAs:

Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role

Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning

Plan how they will support the inclusion of pupils in the learning activities

## **Working with colleagues and other relevant professionals**

Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher

Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals so that decision making can take place on intervention and provision

With the class teacher, keep other professionals accurately informed of performance and progress or concerns they have with pupils

Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including support staff

Collaborate and work with colleagues and other relevant professionals within and beyond the school

Develop effective professional relationships with colleagues

## **Whole-school organisation, strategy and development**

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so that they support the school's vision

Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of the Health and Safety at Work Act 1974 and our school's child protection policy

Look after children who are upset or have had accidents

## Professional development

Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with colleagues and undertaking relevant professional development to improve personal effectiveness

Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from colleagues

Take part in the school's appraisal procedures

## Personal and professional conduct

Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside the school

Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of conduct

Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community

Respect individual differences and cultural diversity

## Person specification

CRITERIA	QUALITIES You may wish to classify these as "essential" or "desirable" depending on your expectations for the role
<b>Qualifications and experience</b>	Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) GCSEs at grades 9 to 4 (A* to C) including English and Maths Experience of working with children For HLTAs add: Experience of planning and leading teaching and learning activities (under supervision)

<p><b>Skills and knowledge</b></p>	<p>Good literacy and numeracy skills          Good organisational skills          Ability to build effective working relationships with pupils and adults          Skills and expertise in understanding the needs of all pupils          Knowledge of how to help adapt and deliver support to meet individual needs          Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils          Excellent verbal communication skills          Active listening skills          The ability to remain calm in stressful situations          Knowledge of guidance and requirements around safeguarding children          Good ICT skills, particularly using ICT to support learning          Understanding of roles and responsibilities within the classroom and whole school context</p> <p>For HLTAs:</p> <p>Understanding of effective teaching methods          Knowledge of how to successfully lead learning activities for a group or class of children          Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support          Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
<p><b>Personal qualities</b></p>	<p>Enjoyment of working with children          Sensitivity and understanding, to help build good relationships with pupils          A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school          Commitment to maintaining confidentiality at all times          Commitment to safeguarding pupil's wellbeing and equality</p>

## Mid-Day Supervisor Standards.

### **The role is to help raise standards across our school, supporting the children by:**

- establishing positive, effective relationships with them;
  - proactively using a range of communication aids and systems;
  - responding to their needs, yet encouraging and ensuring independence;
  - promoting their self-esteem;
  - helping them with their personal needs (such as supporting pupils in their toileting, washing or changing, or when they feel unwell);
  - helping them to access resources and to use equipment, as necessary;
  - promoting inclusion by helping to ensure that all pupils are able to fully access the curriculum;
  - ensuring their safety by employing specific behaviour management techniques in line with the school's behaviour policy and promoting positive behaviour to support children to manage their own behaviour through restorative justice.
- feeding back with challenge and depth

Challenging behaviour is minimised using the behaviour policy in school.

### **Supporting the teacher by:**

Informing teachers if incidents, concerns or problems occur at playtimes

Monitor targeted children through communication with the class teacher

- 'teaching' with the class teacher, at planned times, under the direction of the teacher;
  - helping the teacher to model effective learning strategies; proactively;
  - escorting groups of pupils to different work areas;
  - supervising pupils when they are learning or playing outside the classroom;
  - enhancing the learning environment through displays.
- Routines are managed through good use of time keeping

The effective role of a Mid Day Supervisor, as well as TA, is dependent on effective communication between staff. It is important that MDS do their utmost to resolve, repair and rebuild relationships with children using restorative practices. If issues are dealt with before going back to class enables learning time to start as soon as the children are ready to learn.

**SITE STAFF**  
**Site Staff Standards**

<b>Help to keep children safe</b>	This is about keeping children and young people safe during day-to-day work, responding to accidents, emergencies and illness, and requires familiarity with fire, motion safety, safeguarding and welfare procedures, according to the policy in the setting.
<b>Contribute to positive relationships</b>	This is about interacting with and responding positively to children, young people and adults, using verbal and non-verbal communication skills involved when working with children and young people, together with the importance of valuing people and their views.
<b>Provide effective support for your colleagues</b>	This unit is about being an effective member of the school staff. It involves supporting colleagues and taking an active role in developing skills and expertise.
<b>Provide displays/environment</b>	This unit is about the school environment. It also covers ensuring displays are safe and using protective spray used to prevent fires.
<b>Promote positive behaviour</b>	This unit is about implementing agreed behaviour management strategies and supporting pupils to manage their own behaviour.
<b>Develop and promote positive relationships</b>	This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. It is appropriate for all settings where children and young people are present.
<b>Support the development and effectiveness of work teams</b>	This unit is about being an effective member of a work team. It involves taking part in and developing team effectiveness.
<b>Reflect on and develop practice</b>	This unit is about needing to reflect on practice. Self-evaluation and reflection are used to learn and develop their practice. It also includes taking part in continuing professional development and how this has been used to develop their practice.
<b>Work with young people to safeguard their welfare</b>	This unit is about understanding and evaluating hazards and risks, and working safely and in accordance with organisational procedures. It is about identifying hazards, assess risks, helping them to develop their confidence to manage them and supporting them to individuals when they are in crisis.

<b>Staff Absence</b>	This is about organising cover when staff are absent. It includes absence where a colleague has a medical appointment or is undergoing professional development or an unexpected absence (e.g. absence due to illness).
<b>Provide leadership for your team</b>	This unit is about providing direction to the members of the team and motivating them to achieve the objectives of the team and their personal work objectives.
<b>Provide leadership in your area of responsibility</b>	This unit is about providing direction to colleagues in a clearly and formally defined area of responsibility, organising and motivating and supporting them to achieve the vision and objectives of the organisation.