

## **TEACHER STANDARDS – Career Stage Expectations**

### **Preamble:**

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards of work and professional conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self critical; forge positive professional relationships ;and work with parents in the best interest of their students.

At XXX School we are always “In pursuit of excellence” and all the learning experiences in which students are engaged are organised intentionally to drive student learning and achievement .Teacher performance is the most important driver of student achievement and thus must be intentionally and transparently assessed to help teachers improve their practice.

### **Beliefs:**

Our teachers work hard every day to deliver on the urgent promise to provide an outstanding education for all students

Our teachers see no barriers to learning for any student and offer no excuses or complacency

Our teachers honour their commitments to provide an outstanding education by contributing to a work environment that is exceptionally professional, collegial, stimulating and supportive.

Our teachers work hard for their teams, pitch in, collaborate and share best practice, preserving a sense of team fun and celebration.

Our teachers have outstanding capacity for improvement as professionals

### **And Finally**

Teaching is a craft which is incremental it takes time and experience to master the art of being an outstanding teacher

This is why we have set out the school career stage expectations below.

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Part 1 Teaching	M2	M6	UPR1	UPR3
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>	<p>All lessons <b>consistently good</b> some outstanding.</p> <p>Relationships are consistently calm, warm and respectful. <i>Teacher <b>consistently</b> uses rights respecting language.</i></p> <p>Classrooms and work areas are tidy. Displays are <b>consistently</b> stimulating and reflect standards of learning.</p> <p>Believe that all students are capable of <b>extremely</b> high standards of learning and <b>consistently organise</b> their teaching with this goal in sight. Students' work <b>consistently</b> reflects that stretch and challenge</p> <p>Teacher consistently uses a strategic seating plan which identifies SEN, G&amp;T, EAL and FSM to enhance progress.</p> <p><i>Teacher is able to <b>set targets</b> for SEN students.</i></p> <p>The culture of hard work , perseverance and “can do” attitude = academic success is <b>consistently</b> a direct consequence of the teacher’s modelled</p>	<p>All lessons <b>consistently good many</b> outstanding</p> <p>Relationships are <b>always</b> calm, warm ,respectful and <b>mutually joyous</b>. <i>Teacher <b>always</b> uses rights respecting language.</i></p> <p>Classrooms and work areas are tidy. Displays are <b>highly relevant and stimulating</b> and reflect standards of learning.</p> <p>Believe that all students are capable of <b>extremely</b> high standards of learning and <b>always organise</b> their teaching with this goal in sight. Students' work <b>always</b> reflects that stretch and challenge</p> <p>Teacher always uses a strategic seating plan which identifies SEN, G&amp;T, EAL and FSM to enhance progress.</p> <p><i>Teacher is able to <b>set clear targets</b> for SEN students.</i></p> <p>The culture of hard work , perseverance and “can do” attitude = academic success is <b>always</b> a direct consequence of the teacher’s modelled</p>	<p>All lessons <b>consistently good , majority</b> outstanding</p> <p>Relationships are <b>always</b> calm, warm, respectful and mutually joyous –<b>high regard is evident</b>. <i>Teacher <b>always</b> uses <b>highly effective</b> rights respecting language.</i></p> <p>Classrooms and work areas are tidy. Displays are <b>highly relevant and stimulating</b> and reflect <b>shining examples</b> of standards of learning.</p> <p>Believe that all students are capable of <b>extremely</b> high standards of learning and <b>always organise</b> their teaching with this goal in sight. Students' work <b>reflects shining examples</b> of stretch and challenge</p> <p>Teacher always uses a highly effective strategic seating plan which identifies SEN, G&amp;T, EAL and FSM to enhance progress.</p> <p><i>Teacher is able to <b>set clear effective targets</b> for SEN students and support colleagues to do this.</i></p> <p>The culture of hard work , perseverance and “can do” attitude = academic success is <b>always</b> a direct consequence of the <b>shining examples</b> of</p>	<p>All lessons <b>consistently good, vast majority</b> outstanding</p> <p>Relationships are <b>always</b> warm ,respectful and mutually joyous –<b>high regard is always evident</b>. <i>Teacher <b>always</b> uses <b>highly effective</b> and resonant rights respecting language.</i></p> <p>Classrooms and work areas are tidy. Displays are <b>highly relevant and stimulating</b> and reflect <b>consistently shining examples</b> of standards of learning.</p> <p>Believe that all students are capable of <b>extremely</b> high standards of learning and <b>always organise</b> their teaching with this goal in sight. Students' work <b>reflects consistently shining examples</b> of stretch and challenge</p> <p>Teacher always uses a highly effective strategic seating plan with pin point accuracy which identifies SEN, G&amp;T, EAL and FSM to enhance progress.</p> <p><i>Teacher is able to <b>set highly effective targets</b> for SEN students and support colleagues to do this.</i></p> <p>The culture of hard work , perseverance and “can do” attitude = academic success is <b>always</b> a direct consequence of the</p>

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	<p>demeanour</p> <p><i>Teacher's punctuality, organisation and dress models high expectations; Challenging students with poor uniform, attendance and punctuality.</i></p> <p><i>Teacher uses behaviour for learning objectives in the classroom.</i></p>	<p>demeanour</p> <p><i>Teacher's punctuality, organisation and dress models high expectations; Challenging students with poor uniform, attendance and punctuality.</i></p> <p><i>Teacher uses behaviour for learning objectives in the classroom.</i></p>	<p>teacher's modelled demeanour</p> <p><i>Teacher's punctuality, organisation and dress models high expectations; Challenging students with poor uniform, attendance and punctuality.</i></p> <p><i>Teacher uses behaviour for learning objectives in the classroom.</i></p>	<p><b>consistently shining examples</b> of teacher's modelled demeanour</p> <p><i>Teacher's punctuality, organisation and dress models high expectations ; Challenging students with poor uniform, attendance and punctuality.</i></p> <p><i>Teacher uses behaviour for learning objectives in the classroom.</i></p>
<p>1.2. Promote good progress and outcomes by pupils</p> <p>1. Be accountable for pupils' attainment, progress and outcomes</p> <p>2. Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>3. Guide pupils to reflect on the progress they have made and their emerging needs</p>	<p>As a minimum all students <b>consistently</b> achieve 3 LOP as a result of teaching</p> <p>Teachers plan learning that <b>consistently</b> recognizes PKU and caters for whole and differentiated group learning</p> <p>Teacher is <b>consistently</b> able to design assessment for learning that provides both them and students with valuable information to guide future learning</p>	<p>As a minimum all students consistently achieve 3 LOP and <b>some exceed</b> expectations as a result of teaching</p> <p>Teachers plan suitable learning that <b>always</b> recognizes PKU and caters for whole, differentiated group and individual learning</p> <p>Teacher is <b>always</b> able to design <b>very precise</b> assessment for learning that provides both them and students with valuable information to guide future learning .They challenge students to search for underlying causes ,explain their thinking ,justify a position –add depth to their learning and progress</p>	<p>As a minimum all students always achieve 3 and <b>many exceed</b> expectations as a result of teaching</p> <p>Teachers plan highly suitable learning that <b>always displays extensive and subtle recognition</b> of PKU and caters for whole, differentiated group and individual learning</p> <p>Teacher is always able to design <b>very precise</b> assessment for learning that provides both them and students with valuable information to guide future learning. They <b>always</b> challenge students to search for underlying causes ,explain their thinking ,justify a position – add depth to their learning and progress</p>	<p>As a minimum all students always achieve 3 and a <b>majority exceed</b> expectations as a result of teaching</p> <p>Teachers plan highly suitable learning that <b>always displays extensive and subtle recognition</b> of PKU and caters for whole, differentiated group and individual learning</p> <p>Teacher is <b>always</b> able to design <b>very precise</b> assessment for learning that provides both them and students with valuable information to guide future learning. They <b>always provide exceptional</b> challenge students to search for underlying causes ,explain their thinking ,justify a position – add depth to their learning and progress</p>

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<p>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<p>Teacher <b>consistently</b> displays an accurate understanding of the developmental characteristics of the age group and their knowledge of how students learn is <b>consistently</b> accurate and applied to groups and the class as a whole.</p> <p>Teacher <b>consistently</b> insists on work of a high quality and demands pride in that work- in presentation, high quality content and deadlines met.</p> <p><i>Teacher uses a variety of praise and reward strategies and consistently congratulates students on their quality of work, effort and behaviour.</i></p>	<p>Teacher <b>always</b> displays an accurate understanding of the developmental characteristics of the age group and their knowledge of how students learn is <b>always</b> accurate and applied to whole, differentiated group and individual learning.</p> <p>Teacher <b>always</b> insists on work of a high quality and demands pride in that work -in presentation, high quality content and deadlines met. Student pride is evident and demonstrable in the quality of work.</p> <p><i>Teacher always uses a variety of praise and reward strategies and always congratulates students on their quality of work, effort and behaviour.</i></p>	<p>Teacher <b>always</b> displays an <b>extensive</b> understanding of the developmental characteristics of the age group and their knowledge of how students learn is <b>always</b> accurate and applied to whole, differentiated group and individual learning.</p> <p>Teacher <b>always</b> insists on work of a high quality and demands pride in that work- in presentation, high quality content and deadlines met. Student pride is <b>always</b> evident and <b>always</b> demonstrable in the quality of work.</p> <p><i>Teacher uses an imaginative variety of praise and reward strategies and always congratulates students on their quality of work, effort and behaviour.</i></p>	<p>Teacher <b>always</b> displays an <b>extensive and subtle</b> understanding of the developmental characteristics of the age group and their knowledge of how students learn is <b>always incisively</b> accurate and applied to whole, differentiated group and individual learning.</p> <p>Teacher <b>always</b> insists on work of a high quality and demands pride in that work- in presentation, high quality content and deadlines met. Student pride is <b>always stunningly</b> evident and <b>always stunningly</b> demonstrable in the quality of work.</p> <p><i>Teacher uses a highly imaginative variety of praise and reward strategies and always congratulates students on their quality of work, effort and behaviour.</i></p>
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <p>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p>	<p>Teacher <b>consistently</b> displays a solid knowledge of the important concepts in the discipline and how these relate to one another .Their plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts which further reflect a range of effective pedagogical approaches in the discipline</p>	<p>Teacher <b>always</b> displays a solid knowledge of the important concepts in the discipline and how these relate to one another .Their plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures by students to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline, anticipating</p>	<p>Teacher <b>always</b> displays extensive knowledge of the important concepts in the discipline and how these relate to both one another and to other disciplines. Their plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures by students to ensure understanding and which further reflect a range of effective pedagogical</p>	<p>Teacher <b>always</b> displays extensive knowledge of the important concepts in the discipline and how these relate to one another. Their plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures by students to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline ,<b>always</b></p>

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<p>2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>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</p>	<p>Teacher <b>consistently</b> keeps knowledge up to date and has an advanced understanding of curriculum progression, plans schemes of work and assessments and contributes to Share IDEAS.</p> <p>Teacher is <b>consistently</b> able to use agreed the literacy strategies including WOW words, keywords , punctuation and marking framework ,writing structures and TIPTOP paragraphing .Students answer in full standard English. Teacher's own spoken and written English is correct and conforms to standard English. Vocabulary is appropriate to students' ages and abilities</p>	<p>student misconceptions.</p> <p>Teacher <b>always</b> keeps knowledge up to date and has an advanced understanding of curriculum progression and leads the development schemes of work, assessments and Share IDEAS cycles. They actively support development in their curriculum area.</p> <p>Teacher is <b>always</b> able to use agreed the literacy strategies including WOW words, keywords , punctuation and marking framework ,writing structures and TIPTOP paragraphing .Students answer in full standard English. Teacher's own spoken and written English is correct and conforms to standard English. Vocabulary is appropriate to students' ages and abilities</p>	<p>approaches in the discipline, <b>consistently</b> anticipating student misconceptions</p> <p>Teacher <b>always</b> keeps knowledge up to date and has an advanced understanding of curriculum progression and leads the development schemes of work, assessments and Share IDEAS cycles. They actively lead and support development across the wider school.</p> <p>Teacher is <b>always</b> able to use agreed the literacy strategies including WOW words, keywords , punctuation and marking framework ,writing structures and TIPTOP paragraphing .Students answer in full standard English. Teacher's own spoken and written English is correct and conforms to standard English. Vocabulary is well chosen and expressive to enrich and extend students' vocabularies.</p>	<p>anticipating student misconceptions</p> <p>Teacher <b>always</b> keeps knowledge up to date and has an advanced understanding of curriculum progression and leads the development schemes of work, assessments and Share IDEAS cycles. They <b>always</b> take a proactive lead and support development across the wider school.</p> <p>Teacher is <b>always</b> able to use agreed the literacy strategies including WOW words, keywords , punctuation and marking framework ,writing structures and TIPTOP paragraphing .Students answer in full standard English. Teacher's own spoken and written English is correct and conforms to standard English. Vocabulary is <b>always</b> well chosen and expressive to enrich and extend students' vocabularies.</p>
<p>1.4. Plan and teach well structured lessons</p> <p>1. Impart knowledge and develop understanding through effective use of lesson time</p>	<p>Teacher is <b>consistently</b> able to identify clear learning objectives <i>and success criterion</i>. Teacher plans stimulating lessons with pace and challenge, making clear the purpose of the lesson, including where it is situated within the unit of broader learning.</p>	<p>Teacher is <b>always</b> able to identify clear learning objectives <i>and success criterion</i>. Teacher plans stimulating lessons with pace and challenge ,making clear the purpose of the lesson, including where it is situated within the unit of broader learning</p>	<p>Teacher is always able to identify clear learning objectives and <i>success criterion</i>. Teacher plans very stimulating lessons with pace and challenge ,making clear the purpose of the lesson, including where it is situated within the unit of broader learning</p>	<p>Teacher is <b>always</b> able to identify clear learning objectives and <i>success criterion with pin point accuracy</i>. Teacher plans very stimulating lessons with pace and challenge ,making clear the purpose of the lesson, including where it is situated within the unit of broader learning</p>

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<p>2. Promote a love of learning and children's intellectual curiosity</p>	<p><i>Teacher carefully plans lessons taking into account meaningful 'do now', starter, afl, independent learning and plenary activities. Teacher uses the outcomes of these activities to inform planning</i></p> <p>Teacher <b>consistently</b> conveys genuine enthusiasm for learning and students demonstrate this through their active participation, curiosity and initiative in learning. <i>Teacher is enthusiastic about teaching and plans stimulating lessons using a variety of teaching and learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge</i></p>	<p><i>Teacher carefully plans lessons taking into account meaningful 'do now', starter, afl, independent learning and plenary activities. Teacher uses the outcomes of these activities to inform planning. <b>Teacher is able to support others and share their ideas.</b></i></p> <p>Teacher <b>always</b> conveys genuine enthusiasm and passion for learning and students demonstrate this through their active participation, curiosity and initiative in learning. <i>Teacher is enthusiastic about teaching and plans stimulating lessons using a variety of teaching and learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge</i></p>	<p><i>Teacher carefully plans lessons taking into account meaningful 'do now', starter, afl, independent learning and plenary activities. Teacher uses the outcomes of these activities to inform planning. Teacher is able to support others and share their ideas.</i></p> <p>Teacher always conveys genuine enthusiasm and passion for learning and students always demonstrate this through their active participation, curiosity and initiative in learning. <i>Teacher is enthusiastic about teaching and plans stimulating lessons using a <b>wide range</b> of teaching and learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge</i></p>	<p><i>Teacher carefully plans lessons taking into account meaningful 'do now', starter, afl, independent learning and plenary activities. Teacher uses the outcomes of these activities to inform planning. <b>Teacher is able to support others and share their ideas.</b></i></p> <p>Teacher <b>always</b> conveys genuine enthusiasm and a passion for learning and students <b>always stunningly</b> demonstrate this through their active participation, curiosity and initiative in learning. <i>Teacher is enthusiastic about teaching and plans stimulating lessons using a <b>wide range</b> of teaching and learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge</i></p>
<p>3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	<p>The teacher <b>consistently</b> sets homework in line with curriculum and school policy that is based on a comprehensive assessment of student learning and is suitable for the whole class <i>Homework is marked and the outcomes of which are used to inform planning.</i></p>	<p>The teacher <b>always</b> sets homework in line with curriculum and school policy that is based on a comprehensive assessment of student learning and takes into account the varying needs of individuals or groups within the class. <i>Homework is marked and the outcomes of which are used to inform planning.</i></p>	<p>The teacher always sets homework in line with curriculum and school policy that is based on a accurate and comprehensive assessment of student learning and takes into account the varying needs of individuals or groups within the class. <i>Homework is marked and the outcomes of which are used to inform planning.</i></p>	<p>The teacher <b>always</b> sets homework with <b>pinpoint accuracy</b> in line with curriculum and school policy that is based on a comprehensive assessment of student learning and takes into account the varying needs of individuals or groups within the class. <i>Homework is marked and the outcomes of which are used to inform planning.</i></p>
<p>4. Reflect systematically on</p>	<p>Teacher (<b>with less frequent help</b>) evaluates own</p>	<p>Teacher regularly (<b>minimal help</b>) evaluates own</p>	<p>Teacher consistently reflects and evaluates own</p>	<p>Teacher <b>always reflects and evaluates</b> their own</p>

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<p>the effectiveness of lessons and approaches to teaching</p> <p>5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>	<p>teaching and uses IRIS to support professional development</p> <p>Teacher’s knowledge of resources for the classroom is <b>consistently good</b>. As is their knowledge of resources to enhance content and pedagogical knowledge which aids curriculum design.</p>	<p>teaching and uses IRIS to support professional development. The teacher contributes to coaching and developing others in their curriculum area.</p> <p>Teacher’s knowledge of resources for the classroom is <b>always good</b>. As is their knowledge of resources to enhance content and pedagogical knowledge which aids curriculum design.</p>	<p>teaching and uses IRIS to support development. The teacher contributes to wider school coaching and development of others.</p> <p>Teacher’s knowledge of resources for the classroom is extensive and excellent. They use their knowledge of resources to enhance content and pedagogical knowledge and lead the development of curriculum design.</p>	<p>teaching and uses IRIS to support their development. The teacher contributes to wider school coaching and development of others.</p> <p>Teacher’s knowledge of resources for the classroom is <b>always extensive and excellent</b>. They use their knowledge of resources to enhance content and pedagogical knowledge and <b>lead on all aspects</b> of curriculum design.</p>
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these</p>	<p>Teacher is <b>consistently</b> able to use differentiation to effectively support progression of students in relation to each student’s SIMS grouping and current attainment. <i>This includes providing a range of different resources and activities in the classroom.</i></p> <p>Teacher <b>fully</b> accepts responsibility for the success of all students and they draw on a <b>repertoire</b> of strategies to overcome come any inhibiting factors which may adversely affect students, <i>including the gifted and talented.</i></p>	<p>Teacher is <b>always</b> able to use differentiation to effectively support progression of <b>all</b> students in relation to each student’s SIMS grouping and current attainment. <i>This includes providing a range of different resources and activities in the classroom.</i></p> <p>Teacher <b>always fully</b> accepts responsibility for the success of all students and they draw on a <b>broad repertoire</b> of strategies to overcome come any inhibiting factors which may adversely affect students, <i>including the gifted and talented.</i></p>	<p>Teacher is <b>always</b> able to use differentiation to effectively support progression of <b>all</b> students in relation to each student’s SIMS grouping and current attainment. They actively identify, support and advise other teachers. <i>This includes providing a range of different resources and activities in the classroom.</i></p> <p>Teacher <b>always fully</b> accepts responsibility for the success of all students and they draw on an <b>extensive</b> repertoire of strategies to overcome come any inhibiting factors which may adversely affect students, <i>including the gifted and talented.</i> They persist in seeking effective approaches and solicit additional resources from the school.</p>	<p>Teacher is <b>always</b> able to use differentiation <b>extensively</b> to effectively support progression of <b>all</b> students in relation to each student’s SIMS grouping and current attainment. They actively identify, support and advise other teachers. <i>This includes providing a range of different resources and activities in the classroom.</i></p> <p>Teacher <b>always fully</b> accepts responsibility for the success of all students and they draw on a <b>very extensive repertoire</b> of strategies to overcome come any inhibiting factors which may adversely affect students <i>including the gifted and talented.</i> They <b>always</b> persist in seeking effective approaches and solicit additional resources from the school.</p>

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<p>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</p> <p>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</p>	<p>Teacher is <b>consistently</b> able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of children.</p> <p><i>Teacher uses the SEN register to identify the needs of particular students.</i></p> <p>Learning activities are <b>consistently</b> suitable to diverse learners and support the learning outcomes .They are designed to engage students in <b>significant</b> cognitive activity and are differentiated as appropriate for individual learners.</p> <p><i>Teacher plans for and deploys the TA to work on particular tasks with students</i></p>	<p>Teacher is <b>always</b> able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of children.</p> <p><i>Teacher uses the SEN register to identify the needs of particular students.</i></p> <p>Learning activities are <b>always</b> suitable to diverse learners and support the learning outcomes .They are designed to engage students in <b>high level</b> cognitive activity and are differentiated as appropriate for individual learners.</p> <p><i>Teacher plans for and deploys the TA to develop specific skills with students. Teacher will share good practise with colleagues.</i></p> <p><i>Teachers may be expected to be involved in the Excellence or Academic Mentoring programmes</i></p>	<p>Teacher is <b>always</b> able to make successful and <b>accurate</b> adjustments to lessons which reflect their awareness of the physical, social and intellectual development of children.</p> <p><i>Teacher uses the SEN register to identify the needs of particular students.</i></p> <p>Learning activities are <b>always highly</b> suitable to diverse learners and support the learning outcomes .They are designed to engage students in <b>extensive high level</b> cognitive activity and are differentiated as appropriate for individual learners.</p> <p><i>Teacher plans for and deploys the TA to develop specific skills with students. Teacher will share good practise with colleagues</i></p> <p><i>Teacher may lead the Excellence and the Academic Mentoring programmes</i></p>	<p>Teacher is <b>always</b> able to make successful adjustments with <b>pin point accuracy</b> to lessons which reflect their awareness of the physical, social and intellectual development of children.</p> <p><i>Teacher uses the SEN register to identify the needs of particular students.</i></p> <p>Learning activities are <b>always highly</b> suitable to diverse learners and support the learning outcomes .They are designed to engage students in <b>always extensive high level</b> cognitive activity and are differentiated as appropriate for individual learners.</p> <p><i>Teacher plans for and deploys the TA to develop specific skills with students. Teacher will share good practise with colleagues</i></p> <p><i>Teacher may lead the Excellence and the Academic Mentoring programmes</i></p>
<p>1.6 . Make accurate and productive use of assessment</p> <p>1. Know and understand how to assess the relevant subject and</p>	<p>Teacher's approach to assessment is <b>consistently</b> aligned to all learning outcomes in order to meet</p>	<p>Teacher's approach to assessment is <b>fully</b> aligned to all learning outcomes in order to meet subject and</p>	<p>Teacher's approach to assessment is <b>fully</b> aligned to all learning outcomes in order to meet subject and</p>	<p>Teacher's approach to assessment is <b>fully</b> aligned to all learning outcomes in order to meet subject and</p>

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<p>curriculum areas, including statutory assessment requirements</p> <p>2. Make use of formative and summative assessment to secure pupils' progress</p> <p>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<p>subject and statutory assessment requirements</p> <p>Teacher is <b>consistently</b> able to use a range of formative assessment and questioning techniques and summative subject and whole school assessment so that data and reporting is accurate.</p> <p><i>Teacher uses SIMs and Excel to accurately record assessment data</i></p> <p>The teacher <b>consistently</b> monitors the progress of groups, individuals and the class as a whole and consistently uses diagnostic information to plan lessons and set appropriate targets.</p> <p>Teachers' feedback is <b>consistently</b> timely and <b>consistently</b> accurate. Students know most of the criteria and performance standards and can respond well to feedback</p>	<p>statutory assessment requirements. Assessment methodologies have been adapted for individual students as needed.</p> <p>Teacher is <b>always</b> able to use a range of formative assessment and advanced higher order questioning techniques to provide accurate and understandable feedback that leads to progression. Summative subject and whole school assessment data and reporting are accurate.</p> <p><i>Teacher uses SIMs and Excel to accurately record assessment data</i></p> <p>The teacher <b>always</b> monitors the progress of groups, individuals and the class as a whole and actively and systematically uses diagnostic information to plan focussed lessons and set challenging targets.</p> <p>Teachers' feedback is <b>always</b> timely and <b>always</b> accurate. Students are fully aware of the criteria and performance standards and can respond very well to feedback</p>	<p>statutory assessment requirements. Assessment methodologies have been adapted for individual students as needed. Assessment criteria and standards are clear and accurate.</p> <p>Teacher is <b>always</b> able to use a <b>good</b> range of formative assessment and advanced higher order questioning techniques to provide accurate and understandable feedback that leads to progression. Summative subject and whole school assessment data and reporting are accurate.</p> <p><i>Teacher uses SIMs and Excel to accurately record assessment data</i></p> <p>The teacher <b>always</b> monitors the progress of groups, individuals and the class as a whole and actively and systematically uses diagnostic information to plan <b>sharply</b> focussed lessons and set challenging targets.</p> <p>Teachers' feedback is <b>always</b> timely and <b>always incisively accurate</b>. Students are fully aware of the criteria and performance standards and respond excellently to feedback</p>	<p>statutory assessment requirements. Assessment methodologies have been adapted for individual students as needed. Assessment criteria and standards are <b>always</b> clear and <b>extremely</b> accurate.</p> <p>Teacher is <b>always</b> able to use a <b>consistently extensive</b> range of formative assessment and advanced higher order questioning techniques to provide accurate and understandable feedback that leads to progression. Summative subject and whole school assessment data and reporting are accurate.</p> <p><i>Teacher uses SIMs and Excel to accurately record assessment data</i></p> <p>The teacher <b>always</b> monitors the progress of groups, individuals and the class as a whole and actively, <b>incisively</b> and systematically uses diagnostic information to plan <b>sharply</b> lessons and set challenging targets.</p> <p>Teachers' feedback is <b>always</b> timely and <b>always incisively accurate</b>. Students are fully aware of the criteria and performance standards and <b>always</b> respond excellently to feedback</p>
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## TEACHER STANDARDS – Career Stage Expectations

<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <p>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</p> <p>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</p> <p>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	<p>Whole school expectations are <b>consistently</b> met. Routines are consistently clear. Students in small groups are consistently productively engaged whilst unsupervised by the teacher. The culture of good behaviour, <i>smart uniform</i> and good manners is <b>consistently</b> a direct consequence of the teacher's consistently high expectations and modelled demeanour</p> <p>The classroom is safe and learning is <b>consistently</b> accessible to all students because standards of conduct are clear and the teacher is alert to student behaviour. <i>The teacher uses behaviour for learning objectives</i> and their response to misbehaviour is appropriate, <b>consistent</b> and fair and a range of strategies are used in a timely manner. Praise is used authentically and consistently.</p> <p>Transitions are <b>consistently</b> effective. Routines for handling equipment are consistently effective. Systems for performing non teaching tasks are consistently effective. Support staff are consistently adequately engaged and</p>	<p>Whole school expectations are <b>always</b> met. Routines are always clear. Students in small groups are always productively engaged whilst unsupervised by the teacher. The culture of excellent behaviour, <i>smart uniform</i> and good manners is <b>always</b> a direct consequence of the teacher's demanded high expectations and modelled demeanour</p> <p>The classroom is safe and learning is <b>always</b> accessible to all students because standards of conduct are very clear and the teacher is very alert to student behaviour. <i>The teacher uses behaviour for learning objectives</i> and their response to misbehaviour is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is always authentic and consistent.</p> <p>Transitions are <b>always</b> effective. Routines for handling equipment are always effective. Systems for performing non teaching tasks are always well engaged and directed</p>	<p>Whole school expectations are <b>always</b> met. Routines are always clear. Students in small groups are always very productively engaged whilst unsupervised by the teacher. The culture of excellent behaviour, <i>smart uniform</i> and good manners is <b>always</b> a direct consequence of the <b>shining examples</b> of teacher's modelled demeanour and their always demanded high expectations.</p> <p>The classroom is safe and learning is <b>always</b> accessible to all students because standards of conduct are very clear and the teacher is always alert to student behaviour. <i>The teacher uses behaviour for learning objectives</i> and their response to misbehaviour is always appropriate, consistent and fair and an extensive range of strategies are used in a timely manner. Praise is always authentic and consistent.</p> <p>Transitions <b>occur smoothly</b> with students assuming responsibility for their efficient operation.. Routines for handling equipment are seamless. Systems for performing non teaching tasks are well established, with students</p>	<p>Whole school expectations are <b>always</b> met. Routines are always clear. Students in small groups are always very productively engaged whilst unsupervised by the teacher. The culture of excellent behaviour, <i>smart uniform</i> and good manners is <b>always</b> a direct consequence of the <b>consistently shining examples</b> of teacher's modelled demeanour and their exceptionally high expectations.</p> <p>The classroom is safe and learning is <b>always</b> accessible to all students because standards of conduct are very clear and the teacher is always alert to student behaviour. <i>The teacher uses behaviour for learning objectives</i> and their response to misbehaviour is always appropriate, consistent and fair and an extensive range of strategies are used in a precise and timely manner. Praise is always precise, authentic and consistent.</p> <p>Transitions are <b>always seamless</b> with students assuming responsibility for their efficient operation.. Routines for handling equipment are always seamless. Systems for performing non teaching tasks are well established,</p>
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## TEACHER STANDARDS – Career Stage Expectations

<p>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</p>	<p>directed.</p> <p>Teacher -Student relationships are consistently friendly and demonstrate genuine caring and respect. Relationships are consistently nurturing and appropriate to the age and culture of the child. Students have consistent regard for the teacher's authority.</p>	<p>Teacher -Student relationships are always friendly and demonstrate genuine warmth, caring and respect. Relationships are always nurturing and appropriate to the age and culture of the child. Students have high regard for the teacher's authority.</p>	<p>assuming responsibility for efficient operation. Support staff make a substantial contribution to the learning environment.</p> <p>Teacher -Student relationships are always friendly and demonstrate genuine warmth, caring and respect. Relationships are always nurturing and appropriate to the age and culture of the child. Students have a high regard for the teacher's authority which is further reflected in how they demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>	<p>with students always assuming responsibility for efficient operation. Support staff <b>always</b> make a substantial contribution to the learning environment.</p> <p>Teacher -Student relationships are effortless, always friendly and demonstrate genuine warmth, caring and respect. Relationships are always nurturing and appropriate to the age and culture of the child. Students have a very high regard for the teacher's authority which is further reflected in how they demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>
<p>1.8 Fulfil wider professional responsibilities</p> <p>1. Make a positive contribution to the wider life and ethos of the school</p> <p>2. Develop effective professional relationships with colleagues, knowing how and when to draw on</p>	<p>Teacher understands the high performance culture of the school and supports the school ethos by playing a <b>proactive role</b> in form tutor events, curriculum events and wider school initiatives and events to enrich and improve provision and outcomes for all students.</p> <p>Teacher maintains <b>consistently</b> effective relationships with colleagues and can consistently seek advice and support in an appropriate and timely</p>	<p>Teacher understands the high performance culture of the school and supports the school ethos by <b>taking a leading role</b> in form tutor events, curriculum events and wider school initiatives and events to enrich and improve provision and outcomes for all students.</p> <p>Relationships with colleagues are characterised by mutual support and cooperation; Giving and seeking advice and support in an</p>	<p>Teacher understands the high performance culture of the school and supports the school ethos <b>by helping build and support school wide teams</b> as well as form tutor events, curriculum events and wider school initiatives to enrich and improve provision and outcomes for all students and their families.</p> <p>Relationships with colleagues are characterised by high regard and mutual support and cooperation; Giving and seeking advice and</p>	<p>Teacher understands the high performance culture of the school and supports the school <b>by leading, building and supporting school wide teams</b> as well as form tutor events, curriculum events and wider school initiatives and events to enrich and improve provision and outcomes for all students and their families.</p> <p>Relationships with colleagues are characterised by high regard and mutual support and cooperation; teacher takes the initiative in giving</p>

## TEACHER STANDARDS – Career Stage Expectations

advice and specialist support	manner.	appropriate and timely manner .	support in an appropriate and timely manner.	and seeking advice and support and acts decisively to support colleagues.
3. Deploy support staff effectively	Support staff are consistently adequately engaged and directed.	Support staff are always well engaged and directed	Support staff make a substantial contribution to the learning environment because they are always well engaged and directed.	Support staff <b>always</b> make a substantial contribution to the learning environment because they are empowered , engaged and directed.
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher seeks out feedback and advice from colleagues.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher seeks out feedback and advice from colleagues and participates actively in supporting and developing others.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research .Teacher seeks out feedback and advice from colleagues and participates actively in supporting and developing others.	Teacher always seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research .Teacher seeks out feedback and advice from colleagues and participates actively in supporting and developing others. Teacher initiates important activities to contribute to whole school development and the wider profession.
Communicate effectively with parents with regard to pupils' achievements and well-being	Teacher provides <b>consistently effective</b> information to families about learning , progress and pastoral care. <i>Feedback is positive, professional and constructive. Teacher sets students SMART targets to improve. Teacher will continue to monitor the targets set.</i>	Teacher <b>always</b> provides <b>effective</b> information to families about learning, progress and pastoral care. <i>Feedback is positive, professional and constructive. Teacher sets students SMART targets to improve. Teacher will continue to monitor the targets set.</i> Responses to family concerns are handled with professional sensitivity.	Teacher always provides <b>very effective</b> information to families about learning , progress and pastoral care. <i>Feedback is positive, professional and constructive. Teacher sets students SMART targets to improve. Teacher will continue to monitor the targets set.</i> Responses to family concerns are handled with <b>excellent</b> professional sensitivity.	Teacher always provides <b>extremely effective</b> information to families about learning ,progress &pastoral care. <i>Feedback is positive, professional and constructive. Teacher sets students SMART targets to improve. Teacher will continue to monitor the targets set.</i> Responses to family concerns are handled with <b>excellent</b> professional sensitivity.

## TEACHER STANDARDS – Career Stage Expectations

Part 2 Personal and Professional Conduct	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPR1</b>	<b>UPR3</b>
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> <li>1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li>   <li>2. Having regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions</li>   <li>3. Showing tolerance of and respect for the rights of others</li>   <li>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</li>   <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</li> </ol>	<p><b>Teacher meets all standards</b>  <i>Teacher uses rights respecting language and models appropriate behaviour.</i></p> <p><i>Teacher understands and adheres to the Safeguarding procedures of the School.</i></p> <p><i>Teacher adheres to the Health and Safety policy of the school</i></p> <p><i>Teacher adheres to the Equality policy of the school.</i></p> <p><i>Teacher actively challenges racist, homophobic and any other discriminatory behaviour in school.</i></p> <p><i>Teacher meets the standard</i></p>	<p><b>Teacher meets all standards.</b>  <i>Teacher uses rights respecting language and models appropriate behaviour.</i></p> <p><i>Teacher understands and adheres to the Safeguarding procedures of the School.</i></p> <p><i>Teacher adheres to the Health and Safety policy of the school</i></p> <p><i>Teacher adheres to the Equality policy of the school.</i></p> <p><i>Teacher actively challenges racist, homophobic and any other discriminatory behaviour in school.</i></p> <p><i>Teacher meets the standard</i></p>	<p><b>Teacher meets all standards.</b>  <i>Teacher uses rights respecting language and models appropriate behaviour.</i></p> <p><i>Teacher understands and adheres to the Safeguarding procedures of the School.</i></p> <p><i>Teacher adheres to the Health and Safety policy of the school</i></p> <p><i>Teacher adheres to the Equality policy of the school.</i></p> <p><i>Teacher actively challenges racist, homophobic and any other discriminatory behaviour in school.</i></p> <p><i>Teacher supports colleagues as necessary</i></p> <p><i>Teacher may be responsible for policy development and staff training.</i></p> <p><i>Teacher meets the standard</i></p>	<p><b>Teacher meets all standards.</b>  <i>Teacher uses rights respecting language and models appropriate behaviour.</i></p> <p><i>Teacher understands and adheres to the Safeguarding procedures of the School.</i></p> <p><i>Teacher adheres to the Health and Safety policy of the school</i></p> <p><i>Teacher adheres to the Equality policy of the school.</i></p> <p><i>Teacher actively challenges racist, homophobic and any other discriminatory behaviour in school.</i></p> <p><i>Teacher supports colleagues as necessary</i></p> <p><i>Teacher may be responsible for policy development and staff training.</i></p> <p><i>Teacher meets the standard</i></p>	

## TEACHER STANDARDS – Career Stage Expectations

<p>2.2 Teachers must have a 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</p>	<p><b>Teacher meets all standards.</b></p> <p><i>The teacher consistently follows school procedures and is up date to with policy change and development.</i></p> <p><i>Attendance and punctuality are excellent.</i></p>	<p><b>Teacher meets all standards.</b></p> <p><i>The teacher consistently follows school procedures and is up date to with policy change and development.</i></p> <p><i>Attendance and punctuality are excellent.</i></p>	<p><b>Teacher meets all standards.</b></p> <p><i>The teacher consistently follows school procedures and is up date to with policy change and development.</i></p> <p><i>Attendance and punctuality are excellent.</i></p>	<p><b>Teacher meets all standards.</b></p> <p><i>The teacher consistently follows school procedures and is up date to with policy change and development.</i></p> <p><i>Attendance and punctuality are excellent.</i></p> <p><i>Teacher may be responsible for policy development and staff training.</i></p>	<p><b>Teacher meets all standards.</b></p> <p><i>The teacher consistently follows school procedures and is up date to with policy change and development.</i></p> <p><i>Attendance and punctuality are excellent.</i></p> <p><i>Teacher may be responsible for policy development and staff training.</i></p>
<p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>	<p><b>Teacher meets all standards.</b></p>	<p><b>Teacher meets all standards.</b></p>	<p><b>Teacher meets all standards.</b></p>	<p><b>Teacher meets all standards.</b></p>	<p><b>Teacher meets all standards.</b></p>

This document draws from an original draft document from local authorities in England and is drawn from a range of sources. It is in use in schools in England