

Teachers' Standards - 2020-2021

Teachers' Standards – Part 1 - TEACHING

TS1 Set high expectations which inspire, motivate and challenge pupils

- A safe and stimulating environment for pupils has been established, rooted in mutual respect
- Goals have been set that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Positive attitudes, values and behaviour which are expected of pupils have been consistently demonstrated.

TS2 Promote good progress and outcomes by pupils

- Accountability by trainees has been demonstrated for the progress, attainment and outcomes of the pupils they have taught
- Awareness of pupils' capabilities and prior knowledge has been identified and used to inform planning
- Pupils are guided to reflect on the progress they have made and their emerging needs
- Knowledge and understanding of how pupils learn and how this impacts on teaching has been demonstrated
- Pupils are encouraged to take a responsible and conscientious attitude to their work and study.

TS3 Demonstrate good subject and curriculum knowledge

- Secure knowledge of the relevant subject(s) and curriculum areas has been demonstrated, - fostering and maintaining pupils' interest in the subject is evident, - pupil misunderstandings have been addressed
- A critical understanding of developments in the subject and curriculum areas has been demonstrated - the value of scholarship has been promoted
- Clear understanding of and responsibility for promoting high standards of literacy, articulacy and the correct use of standard English has been demonstrated, whatever the teacher's specialist subject
- A clear understanding of systematic synthetic phonics has been demonstrated when teaching early reading
- A clear understanding of appropriate teaching strategies has been demonstrated when teaching early mathematics.

TS4 Plan and teach well structured lessons

- Knowledge and understanding is imparted and developed through effective use of lesson time
- A love of learning and children's intellectual curiosity is promoted
- Homework is set and other out-of-class activities planned to consolidate and extend the knowledge and understanding pupils have acquired
- The effectiveness of lessons and approaches to teaching is systematically reflected on
- Contribution to the design and provision of an engaging curriculum within the relevant subject area(s) has been demonstrated.

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- Knowledge of when and how to differentiate appropriately is demonstrated, and approaches are used which enable pupils to be taught effectively
- A secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these is evident
- Demonstration of 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 is evident
- A clear understanding of the needs of all pupils, including: - those with special educational needs; - those of high ability; - those with English as an additional language; - those with disabilities has been demonstrated; the evaluation of distinctive teaching approaches to engage and support pupils is used.

TS6 Make accurate and productive use of assessment

- Knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements is demonstrated
- The use of formative and summative assessment to secure pupils' progress is evident
- The use of relevant data to monitor progress, set targets, and plan subsequent lessons is evident
- Pupils are provided with regular feedback, both orally and through accurate marking. Pupils are encouraged to respond to feedback.

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- Clear rules and routines for behaviour in classrooms, responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy is evident
- High expectations of behaviour are set and a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly is established
- Classes are effectively managed, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Good relationships with pupils are maintained, authority is appropriately exercised and acted decisively upon when necessary.

TS8 Fulfil wider professional responsibilities

- A positive contribution to the wider life and ethos of the school has been made
- Effective professional relationships with colleagues has been developed, and how and when to draw on advice and specialist support is evident
- Support staff are deployed effectively
- Responsibility has been taken for improving teaching through appropriate professional development, advice and feedback from colleagues is responded to
- Effective communication with parents with regard to pupils' achievements and well-being is evident

Teachers' Standards – Part 2 DESCRIPTOR

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities