

# TEACHERS' STANDARDS

## Part One: Teaching

<b>1. Set high expectations which inspire, motivate and challenge pupils</b>
1a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
<b>2. Promote good progress and outcomes by pupils</b>
2a) be accountable for pupils' attainment, progress and outcomes
2b) be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
2c) guide pupils to reflect on the progress they have made and their emerging needs
2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2e) encourage pupils to take a responsible and conscientious attitude to their own work and study
<b>3. Demonstrate good subject and curriculum knowledge</b>
3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
3c) 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
3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
<b>4. Plan and teach well structured lessons</b>
4a) impart knowledge and develop understanding through effective use of lesson time
4b) promote a love of learning and children's intellectual curiosity
4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4d) reflect systematically on the effectiveness of lessons and approaches to teaching
4e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>
5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5c) 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
5d) have 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; and be able to use and evaluate distinctive teaching approaches to engage and support them

<b>6. Make accurate and productive use of assessment</b>
6a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6b) make use of formative and summative assessment to secure pupils' progress
6c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>
7a) 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
7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
<b>8. Fulfil wider professional responsibilities</b>
8a) make a positive contribution to the wider life and ethos of the school
8b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8c) deploy support staff effectively
8d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
8e) communicate effectively with parents with regard to pupils' achievements and well-being

## **Part Two: Personal and Professional Conduct**

<b>9. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>
a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
c) showing tolerance of and respect for the rights of others
d) 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
e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
<b>10. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b>
<b>11. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b>