

The Teachers' Standards

Part 1: Teaching

A teacher must:

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

6. Make accurate & productive use of assessment:

- a. know & understand how to assess the relevant subject & curriculum areas, including statutory requirements
- b. make use of formative & summative assessment to secure pupils' progress
- c. use relevant data to monitor progress, set targets, & plan subsequent lessons
- d. give pupils regular feedback, both orally & through accurate marking & encourage pupils to respond to feedback

7. Manage behaviour effectively to ensure a good & safe learning environment:

- a. have clear rules & routines for behaviour in classrooms, & take responsibility for promoting good & courteous behaviour both in classrooms & around the school, in accordance with the school's behaviour policy
- b. have high expectations of behaviour, & establish a framework for discipline with a range of strategies, using praise, sanctions & rewards consistently & fairly
- c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve & motivate them
- d. maintain good relationships with pupils, exercise appropriate authority, & act decisively when necessary

8. Fulfil wider professional responsibilities:

- a. make a positive contribution to the wider life & ethos of the school
- b. develop effective professional relationships with colleagues, knowing how & when to draw on advice & specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through appropriate professional development, responding to advice & feedback from colleagues
- e. communicate effectively with parents with regard to pupils' achievements & well being

Part 2: Personal & Professional Conduct

1. Teachers uphold public trust in the profession & maintain high standards of ethics & behaviour, within & outside school, by:

- a. treating pupils with dignity, building relationships rooted in mutual respect, & 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 & respect for the rights of others
- d. not undermining fundamental British values, including democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs
- e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

2. Maintain awareness of and comply with all relevant school policies –particularly any matters relating to Confidentiality, Safeguarding, Health & Safety or Equal Opportunities.

3. Teachers must have proper & professional regard for ethos, policies & practices of the school in which they teach & maintain high standards in their own attendance & punctuality.

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

