

Corley Centre

Teacher Assessment against National Teachers' Standards 2012

To be read alongside National Teachers' Standards 2012 (Appendix A)

NAME.....

PAY POINT.....

DATE.....

Teachers' Standards in England from September 2012	Guidelines for assessing teachers to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career		
	Year 3 Teacher Teacher (Current		Experienced Teacher (Currently post Threshold and Leadership)
PREAMBLE: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and 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 interests of their pupils	These standards should be consistently adhered to by any teacher regardless of their level of experience.		lhered to by any teacher

1.1. Se motiva	: TEACHING t high expectations which inspire, te and challenge pupils Establish a safe and stimulating environment for pupils, rooted in mutual respect Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	These standards should be consistently adhered to by any teacher regardless of their level of experience. It is expected that teachers ensure their classroom is a safe place focused on learning. The teacher should set goals in line with our Assessment Policy and as such challenge themselves and students to make progress in line with individual numerical targeted expectations. (Corley Centre Progress Model). The teacher will act in a manner that is consistent with the Corley Centre Mission Statement.
3.	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	

Almost all students
should be making
good progress in line with the Corley Centre Progress Model minimum
expectation with some students
making more than expected progress.
AfL strategies are used to ensure planned activities provide sufficient
 provide sufficient challenge for students, including the most able. Additional adults are well deployed and have a clear teaching role. Systematic checking of students' understanding throughout the lesson enables sharply focused, appropriate and effective interventions to be accurately matched to individual needs with notable impact. The teacher should have an expert understanding of learning and how students learn best in their curriculum area. They will be able to assist other colleagues in improving their
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1.3. De	monstrate good subject and	The teacher will	The teacher will	The teacher will have
curricul	um knowledge	have a sound	have a strong	a strong
1.	Have a secure knowledge of the	understanding of	understanding of	understanding of the
	relevant subject(s) and	their subject.	their subject and is able to use this to	subject and is able to use this to improve
	curriculum areas, foster and maintain pupils' interest in the	The teacher will be	improve learning	learning in the
	subject and address	able, with support, to identify key	in the classroom.	classroom.
	misunderstandings	professional	The teacher	The teacher plays a
2.	Demonstrate a critical	development	should be a fully	proactive whole
	understanding of developments	needs and respond	competent	school role in leading
	in the subject and curriculum	to advice and	practitioner able	the professional
	areas, and promote the value of	feedback. Over	to keep up-to-date	development of
		time the teacher	with changes and	colleagues.

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				lessons.	lessons.

1.5. Ad	lapt teaching to respond to the	The teacher will	The teacher will	The teacher will
	hs and needs of all pupils	follow the Corley	follow the Corley	follow the Corley
1.	Know when and how to	Centre Teaching	Centre Teaching	Centre Teaching and
	differentiate appropriately,	and Learning	and Learning	Learning Expectation
	using approaches which enable	Expectations to	Expectations to	to ensure consistence
	pupils to be taught effectively	ensure consistency	ensure consistency	of standards across
2.	Have a secure understanding of	of standards	of standards	the school.
۲.	how a range of factors can	across the school. Effective	across the school. Have a clear	The teacher will hav
	inhibit pupils' ability to learn	differentiation	understanding of a	developed an exper understanding of
	and how best to overcome these	should be a	wide range of	how to differentiate
3.	Demonstrate an awareness of	characteristic of all	strategies, which	effectively and will o
5.	the physical, social and	teaching and this	can be employed	so with a clear impa
	intellectual development of	should be evident	to ensure the	on learning in the
	children, and know how to	in work scrutinies,	learning meets the	classroom.
	adapt teaching to support	lesson	needs of all our	
	pupils' education at different	observations, data	students.	Teaching promotes
	stages of development	analysis and		high levels of studer
4.		learning walks.	Regular	resilience, confidence
4.	Have a clear understanding of the needs of all pupils, including		opportunities are provided for	and independence. Lesson observations
	those with special educational	Some	students to work	data analysis, work
	-	opportunities are	independently.	scrutinies and
	needs; those with high ability; those with English as an	provided for		learning walks will
	additional language; those with	students to work	Lesson	clearly demonstrate
	disabilities; and be able to use	independently.	observations, data	the impact of the us
	-		analysis, work	of these strategies.
	and evaluate distinctive teaching		scrutinies and	
	approaches to engage and		learning walks will	
	support them		clearly demonstrate the	
			impact of the use	
			of these strategies.	

Т

	ake accurate and productive use of sessment Know and understand how to assess the relevant subject and curriculum areas, including	The use of assessment data will be in line with our Assessment Policy.	The use of assessment data will be in line with our Assessment Policy.	The use of assessment data will be in line with our Assessment Policy.
2.	statutory assessment requirements Make use of formative and summative assessment to secure pupils' progress	AFL strategies will be embedded within every lesson and written feedback will be in	AFL strategies will be embedded within every lesson and written feedback will be in	AFL strategies will be embedded within every lesson and written feedback will be in line with our
3.	progress, set targets, and plan subsequent lessons	line with our Feedback Policy. Teachers will	line with our Feedback Policy.	Feedback Policy. The teacher will advise and assist
4.	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	actively seek advice and support with assessment as necessary.		colleagues to use assessment effectively in the classroom.

ensure environ			The teacher will manage behaviour effectively, following the Behaviour Policy.
1.	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour	The teacher will manage behaviour effectively, following the Behaviour Policy.	The teacher will record appropriately and consistently on

and consistently on Behaviour Watch both negative and celebratory comments.	n, both negative and celebratory comments. The teacher will support colleagues in improving their behaviour management as appropriate.
comments.	comments. The teacher will support colleagues in improving their behaviour management as
	The teacher will support colleagues in improving their behaviour management as
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	improving their behaviour management as
	behaviour management as
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	appropriate.

 responsibilities 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 5. Communicate effectively with parents with regard to pupils' achievements and well-being 6. Communicate effectively with parents verse and well-being 7. The teacher provision for students. 7. The teacher provision for students. 7. Communicate effectively with parents with regard to pupils' achievements and well-being 8. Colleagues to provision for students. 7. Communicate effectively with parter securely provision for students. 7. The teacher provision for students. 7. The teacher participates in the wider life of the school e.g. Whole School Focus Days, PTA events, Year 11 Celebration Evening, Post 16 7. The teacher provides opportunities for students to represent the school within the local community, organises events and encourages less experienced colleagues to participate in the wider life of the school. 		in which professional			ici cu to by any teacher	
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				school.		

Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

	es which set the required standard i			1
	chers uphold public trust in the	These standards	These standards	These standards
	ion and maintain high standards of	should be	should be	should be
	nd behaviour, within and outside	consistently	consistently	consistently
school,		adhered to by any	adhered to by any	adhered to by any
1.	Treating pupils with dignity, building	teacher, regardless	teacher, regardless	teacher, regardless
	relationships rooted in mutual	of their level of	of their level of	of their level of
	respect, and at all times observing	experience.	experience.	experience.
	proper boundaries appropriate to a	This will include:	This will include:	This will include:
	teacher's professional position			
2.	Having regard to the need to	Proactively	Proactively	Proactively
	safeguard pupils' well-being, in	supporting all	supporting all	supporting all
	accordance with statutory	colleagues in their	colleagues in their	colleagues in their
	provisions	role and	role and	role and
3.	Showing tolerance of and respect	contributing to the	contributing to the	contributing to the
	for the rights of others	induction of any	induction of any	induction of any
4.	Not undermining fundamental	new school staff	new school staff	new school staff
	British values, including democracy,			
	the rule of law, individual liberty	Actively supporting	Actively supporting	Actively supporting
	and mutual respect, and tolerance	Senior Leaders in	Senior Leaders in	Senior Leaders in
	of those with different faiths and	managing students'	managing students'	managing students'
	beliefs	needs, as they arise	needs, as they arise	needs, as they arise
5.	Ensuring that personal beliefs are	during the school	during the school	during the school
	not expressed in ways which exploit	day	day	day
	pupils' vulnerability or might lead			
	them to break the law	Upholding the	Upholding the	Upholding the
		reputation of the	reputation of the	reputation of the
2.2	Teachers must have a proper and	school in all	school in all	school in all
-	professional regard for the ethos,	dealings with	dealings with	dealings with
-	policies and practice of the school in	students, families,	students, families,	students, families,
	vhich they teach, and maintain high	other professionals	other professionals	other professionals
-	tandards in their own attendance and	and outside	and outside	and outside
P	ounctuality	agencies.	agencies.	agencies.
2.3		Treating students,	Treating students,	Treating students,
2.5	Teachers must have an	parents and	parents and	parents and
	inderstanding of, and always act	colleagues with	colleagues with	colleagues with
	vithin, the statutory frameworks	respect and dignity.	respect and dignity.	respect and dignity.
	which set out their professional duties	respect and diginity.	respect and diginity.	respect and diginity.
	nd responsibilities	Observing proper	Observing proper	Observing proper
-		boundaries,	boundaries,	boundaries,
		appropriate to a	appropriate to a	appropriate to a
		teacher's	teacher's	teacher's
		professional	professional	professional
		, position.	position.	, position.
		Following our	Following our	Following our
		school's	school's	school's
		safeguarding	safeguarding	safeguarding
		procedures.	procedures.	procedures.
		Being tolerant of	Being tolerant of	Being tolerant of
		and respectful	and respectful	and respectful
		towards the rights	towards the rights	towards the rights
		and viewpoints of	and viewpoints of	and viewpoints of
		others.	others.	others.
		Following asked		Following ochool
		Following school	Following school	Following school
		policies and	policies and	policies and
		procedures and	procedures and	procedures and Coventry City
		Coventry City Council Code of	Coventry City	Coventry City Council Code of
		Conduct.	Council Code of	Conduct.
			Conduct.	

Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite. Being punctual in respect of all professional	Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite. Being punctual in respect of all professional responsibilities.	Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite. Being punctual in respect of all professional
responsibilities.	responsibilities.	responsibilities.
	Meeting all	
Meeting all	deadlines	Meeting all
deadlines		deadlines