

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 1 – Set high expectations which inspire, motivate 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
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Examples of evidence to demonstrate progress meeting standard

- Health and safety briefs given to pupils/students at the start of practical lessons
- Ensuring appropriate clothing for session, e.g. PE clothing, footwear, aprons
- Pupils/students are able to work in an environment which fosters mutual respect and are encouraged to support and help each other
- A stimulating environment - examples of display resources and use of other resources (primary) or use of resources and pupils are delivering tasks set (secondary)
- In the classroom, pupils/students are engaged in lesson, showing curiosity, asking questions, excited about task
- Lesson plans demonstrate differentiation
- Objectives are clearly explained to pupils/students and inform teaching the task
- Lesson delivery and outcomes reflect the lesson plan
- NQT demonstrates the ability to improve a lesson plan when delivering in the classroom to secure better learning outcomes
- Appropriate tasks set for pupils/students
- NQT demonstrates an enthusiasm for learning
- NQT Induction tutor feedback from the classroom observation, regular meetings with Induction Tutor and conduct in other meetings

Sources for evidence

- Lesson plans
- Observations
- Physical environment of classroom
- Observation in the wider school environment

Link to other standards

- Part Two - personal and professional conduct

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Teachers' Standard 2 – Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Examples of evidence to demonstrate progress meeting standard

- Evidence of progress throughout year coming from NQT file
- Use of September baseline assessments and setting targets for child each term (primary)
- NQT is aware of school's tracking system and has made effective use of it (secondary)
- How the NQT uses theoretical knowledge to support pupils/students to achieve targets and takes responsibility if insufficient progress is made, seeking advice or support from other teachers
- Use of introduction to lessons, recapping previous work and learning from earlier sessions
- Use of peer and self-assessment in classroom with clear criteria for pupils/students to evaluate their own work and progress
- The physical arrangement of the classroom
- Use of different learning styles
- Shows a willingness to take appropriate risks and try new ways and activities to enhance learning experience e.g. looking for opportunities outside the classroom
- Agreed deadlines are met e.g. completion of homework
- Feedback from pupils/students on their enjoyment of task, and assessment of progress
- Enabling children to develop their own success criteria e.g. what makes a good story? (primary)
- The teacher enables pupils and students to support one another in the learning process so the 'class becomes the teacher'
- Presentation of work by pupils/students i.e. demonstrating a pride in presentation in their books
- Students come to class with the right equipment for the lesson or task
- Good relationships have been established with pupils/students
- Induction tutor feedback from observations and regular meetings
- Sample of students' books and assessment file (primary) or mark book (secondary)

Sources for evidence

- Lesson plans
- Observations
- Assessment file (primary)
- Mark Book (secondary)
- Sample of student books
- Observations

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 3 – Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Examples of evidence to demonstrate progress meeting standard

- Short- and medium-term planning shows curriculum and subject knowledge
- The NQT demonstrates their knowledge of the subject being taught (primary) and of the curriculum (secondary) in the classroom
- Pupils/students are seen to enjoy the lesson or activity
- The NQT sets high expectations
- Use of feedback loops to enhance learning e.g. bubble or block (primary)
- NQT updates their own knowledge through the background reading, visits to other schools and accessing CPD opportunities etc.
- Promote learning by their pupils/students
- Foster work ethic in pupils/students, which can be observed through their effort and attainment
- Use of reward systems to encourage learning
- Recognising success at all levels and magnitude, praising pupils/students and feeding back to parents

Sources for evidence

- Lesson plans
- Observations

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 4 – Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Examples of evidence to demonstrate progress meeting standard

- Lessons demonstrate pace
- Use of plenary sessions
- Teacher offers children the opportunity to talk and give feedback
- Asks questions e.g. "What do you enjoy about the lesson?"
- Seeks out opportunities for pupils/students to further learning opportunities out of classroom, at home etc.
- Promotes pupils/students intellectual curiosity
- Sets open ended tasks
- Facilitates talk with pupils/students at start of lessons, to engage and stimulate them
- Homework is set and is appropriate to task and pupils/students
- Where appropriate, trips outside classroom are arranged
- Clear instructions given to pupils/students
- Homework marked, corrected where appropriate and feedback given
- Class plans show evidence of review e.g. annotated with changes
- Attendance and participation in meetings
- Participation in planning teams e.g. engagement with parallel teacher (primary)

Sources for evidence

- Lesson plans
- Observations

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 5 – Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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 and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them

Examples of evidence to demonstrate progress meeting standard

- Uses knowledge of the pupils/students
- Use of guided groups for stretching pupil/student or offering additional support
- Lesson plans show differentiation
- Use of questioning in classroom
- Uses knowledge of the pupils/students to identify barriers to learning
- Can work with difficult pupils/students
- Shows an awareness of school systems and policies and uses them to support pupils/students where appropriate
- Evidence may be available if NQT has tutor group or delivers PSHE
- NQT can offer examples of how they work with or respond to pupils/students with different needs
- Other staff offer evidence from discussions with NQT
- Uses CPD opportunities to learn or update knowledge about specific issues affecting pupils/students and how they learn
- Knows where to seek support and expert knowledge and will do so when required

Sources for evidence

- Lesson plans
- Observations
- Review sessions with the induction Tutor
- Observation in the wider school environment
- Feedback from other teachers

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 6 – Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Examples of evidence to demonstrate progress meeting standard

- NQT demonstrates they are assessing work appropriately and seeks moderation
- Shows formative and summative assessment during lesson delivery
- Makes appropriate use of assessment file or mark books to show progress
- Feedback is regular and constructive

Sources for evidence

- Lesson plans
- Observations
- Observation in the wider school environment
- Assessment file (primary)
- Mark books (secondary)

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 7 – Manage behaviour effectively to ensure a good and safe learning environment

- 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
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Examples of evidence to demonstrate progress meeting standard

- Evidence that the pupil/student knows and understands rules and guidelines
- NQT re-enforces school policies
- NQT makes appropriate use of rewards for pupils/students
- In lessons, pupils/students are moving between tasks
- Use of resources
- Use of groupings
- Good time management of tasks and lessons completed

Sources for evidence

- Lesson plans
- Observation in the classroom
- Observation in the wider school environment

Link to other standards

- Teachers' Standard 1
- Teachers' Standard 2

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Teachers' Standard 8 – Fulfil wider professional responsibilities

- Make positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Examples of evidence to demonstrate progress meeting standard

- Organisation lunch time/after school activity
- Contribution to staff meetings
- Makes suggestions for other opportunities e.g. trips, school visits
- NQT seeks support or advice and is prepared to act on it
- How NQT uses teaching assistants, students, associates and parents in the classroom
- Teaching assistant shows a good understanding of their role and what is expected of them in advance of lesson starting
- Engagement with their own CPD and taking responsibility for their own learning
- NQT engages positively with parents/carers at start and end of the school day (primary)
- Contacting home when appropriate via phone or written reports
- Demonstrates can talk to parents/carers effectively

Sources of evidence

- Lesson plans
- Observations
- Observation in the wider school environment
- Regular meetings with Induction Tutor
- Feedback from teaching assistants
- Feedback from other teachers

Teachers' Standards – Examples and Sources of Evidence to support progress against Standards

Part Two – Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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

Examples of evidence to demonstrate progress meeting standard

- Safeguarding - reference to training attended, awareness of school policies, who to seek advice from
- Evidence may be seen from how the NQT evidences the eight teaching standards
- Would expect this section to include evidence where this Standard is NOT being met

Sources of evidence

- Feedback from pupils/students, parents/carers and other staff

Link to other standards

- Links to the eight Teachers' Standards

Teachers' Standards – Part Two – possible exemplification

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

- Comment on professionalism - confident, well-presented (dress code) and proud of work; friendly, courteous approach to students
- Planning and preparation and participating in school activities
- Organised visits
- High expectations and standards communicated to students
- Treat students with respect, building relationships, maintaining boundaries
- Student well-being paramount for NQT- knows who to contact if issues arise
- Values - democracy, mutual respect - seen in SoW
- Doesn't express personal beliefs in ways which exploit students' vulnerability
- NQT has reflective nature in critically evaluating practice
- Very positive relationships with students in lesson observations
- Shares successes with students and highlights good practice (behavioural and academic) and in marking and feedback
- Manner with parents at Parents' Evenings and dealing with parental complaints
- Maintaining safeguarding and health and safety awareness, including safe use of the internet e.g. Facebook/social media
- Use of standard English

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

- Attendance and punctuality
- Professional and reliable
- Actively contributes to staff briefings/meetings and faculty meetings
- Behaviour management policy evidenced in lessons
- Being proactive in liaising with staff over visits
- Parents' evenings
- Student well-being paramount for NQT - knows who to contact if issues arise
- Upholding school e-safety policy

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

- Following school policies and evidenced in meetings
- Clear understanding of role and teacher role in society
- Aware of Teachers' Standards
- School policies to hand
- Attended appropriate INSET to develop professional practice
- Discussing attendance and punctuality weekly with tutor group
- Punctuality in completing written reports
- Meeting obligations to undertake statutory duties