

**Teachers' standard 1**

\*Please note, if you are a more experienced teacher it is assumed you will meet all the standards for less senior roles (i.e. an Expert Teacher will meet all the standards for an Accomplished Teacher, an Accomplished Teacher will meet all the standards for a Teacher and a Teacher will meet all the standards for an NQT)

**Set high expectations which inspire, motivate and challenge pupils**

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Establish a safe and stimulating environment for pupils, rooted in mutual respect</b>	<p>Ensure displays are child-centred</p> <p>Provide a safe physical environment</p> <p>Ensure a class charter is in place promoting behaviour for learning and class rules</p> <p>Be a positive role model</p> <p>Promote inclusion</p>	<p>Ensure displays are interactive, providing children with opportunities to give feedback</p> <p>Encourage children to take ownership of the safe environment</p> <p>Ensure children take ownership of class charter</p>	<p>Ensure displays are highly interactive and form an integral part of learning</p> <p>Ensure that children contribute to and understand the class charter</p>	<p>Ensure displays are interactive, ongoing and integral to all learning</p> <p>Empower children to draft and promote a class safety charter</p> <p>Support other colleagues</p>
<b>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b>	<p>Ensure short-term and long-term goals provide appropriate challenge, including for SEN and MAGT children.</p> <p>Involve children in setting their own goals</p>	<p>Ensure children are accountable for progress towards their own goals</p>		<p>Support other colleagues in establishing short and long-term goals.</p>
<b>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b>	<p>Be: calm, fair, kind, generous, motivational, inspiring, supportive, respectful, appreciative, thankful</p>			<p>Ensure that teacher's qualities are reflected in children's behaviour and attitudes</p>

## Teachers' standard 2

### Promote good progress and outcomes by pupils

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Be accountable for pupils' attainment, progress and outcomes</b>	Ensure all pupils make at least satisfactory progress	Ensure the majority of pupils make at least good progress	Ensure the vast majority of pupils make at least good progress and progress for some is outstanding	Ensure all pupils, with rare exceptions, make at least good progress with many making outstanding progress
<b>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</b>	Use knowledge of pupils' current attainment levels to inform planning	Use knowledge from previous lessons to inform future lessons on the unit or subject  Assign additional adult support effectively	Use formative assessments to inform and adapt plans within the week	Be highly proactive in adapting teaching within lessons to best suit the needs of all children
<b>Guide pupils to reflect on the progress they have made and their emerging needs</b>	Follow school policies relating to assessment for learning	Develop your own strategies for encouraging pupils to be reflective learners  Ensure children can identify their own "next steps" and work proactively towards them	Use a range of strategies effectively to promote children as reflective learners	Ensure children take ownership of their own learning
<b>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b>	Use a variety of teaching styles and strategies to help progress	Develop a variety of teaching styles to cater for a wider range of needs	Effectively adapt lessons to ensure all groups are able to make good progress within a lesson	Be highly reflective about learning needs of different groups  Share knowledge and expertise with others

**Teachers' standard 2 (continued)**

**Promote good progress and outcomes by pupils**

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</b>	Follow school policies relating to learning	Make use of a variety of strategies within the classroom to promote an attitude of independent learning  Ensure marking and feedback is of a high standard and that it is effective in helping children improve  Ensure targets are attainable but challenging	Encourage discussion of what has worked for the children  Allow children to take more ownership of planning and targets	Ensure children have responsibility for preparing for future lessons

### Teachers' standard 3

#### Demonstrate good subject and curriculum knowledge

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</b>	Ensure subject knowledge is secure in all National Curriculum areas	Ensure good subject knowledge and engaging teaching maintains pupils' interest	Ensure subject knowledge is at least good and often outstanding	Ensure subject knowledge is generally outstanding
<b>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b>	Be an effective model in each subject area  Show secure understanding about all subjects and how the curriculum changes	Teachers and environment promote children's interests to ensure good progress  Fully understand the development of all subjects and changes that take place	Teacher and environment promote at least good learning  Use curriculum knowledge to support children's learning in all areas	Teacher and classroom environment promotes outstanding learning  Be confident across the curriculum  Support colleagues
<b>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</b>	Show a secure understanding of how to promote high standards in literacy	Fully understand standards required in literacy and apply knowledge of standard English	Use own knowledge to develop children's literacy to a high standard	Use own knowledge to extend children's learning  Support peers with planning and teaching of literacy
<b>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b>	Know and understand school systems	Fully understand school systems  Demonstrate "good" phonetic teaching	Adapt school systems as appropriate  Demonstrate consistently "good" or "outstanding" phonics teaching	Confidently use, adapt and implement strategies of phonic teaching to raise standards  Support colleagues in delivering high-quality phonics teaching

**Teachers' standard 3 (continued)**

**Demonstrate good subject and curriculum knowledge**

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</b>	Have a good awareness of objectives to be covered and use a range of teaching strategies	Use objectives to extend children's learning, using effective teaching strategies	Be confident with all objectives and aware of how to push children on.  Use a wide range of teaching strategies as appropriate	Be aware of changing standards  Employ a fluid approach to all objectives from all years  Teach in a range of ways that suit all pupils  Support colleagues in delivering high-quality maths teaching

## Teachers' standard 4

### Plan and teach well-structured lessons

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Impart knowledge and develop understanding through effective use of lesson time</b>	<i>Example: Lesson pace ensures all children make some progress</i>	<i>Example: pace of lessons is good leading to generally good learning</i>	<i>Example: pace of lessons injects a sense of urgency and leads to good or outstanding learning</i>	<i>Example: pace of lessons is used to excellent effect ensuring that all children are empowered to make at least good progress.</i>
<b>Promote a love of learning and children's intellectual curiosity</b>	Plan lessons and teaching sequences which engage children.	Children make good progress through stimulating lessons	Children make consistently good progress through stimulating lessons; some progress is outstanding	Children are empowered to make outstanding progress. Teacher supports and stimulates other teachers, sharing outstanding practice.
<b>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b>	Plan out-of-class activities. Homework is planned following the school policy and with parallel teacher	Homework leads to good progress	A variety of different types of homework leads to consistently good progress, some of which is outstanding	Homework reinforces outstanding learning and uses a range of stimuli to engage the learner
<b>Reflect systematically on the effectiveness of lessons and approaches to teaching</b>	Be reflective and addresses "next steps"	Reflection is ongoing and addresses "next steps" and misconceptions	Reflection is ongoing and ensures children make good or outstanding progress	Reflection is ongoing and leads to a flexible teaching approach which ensures outstanding progress.
<b>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</b>	Plan an engaging curriculum	Children make good progress across a range of subject areas	Children make good or outstanding progress across the curriculum; teacher adapts lessons to ensure maximum engagement	Children make outstanding progress across the curriculum; teacher supports CPD in others

**Teachers' standard 5**

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

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b>	Use a variety of different forms of differentiation in line with school policy	Use differentiation effectively to ensure all children's needs are met	Use a range of types of differentiation, giving children ownership of their learning, and ensuring at least good progress.	Use differentiation highly effectively ensuring that all children make good or outstanding progress.
<b>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</b>	Know and plan for the variety of learning styles using appropriate VAK strategies	Use relevant strategies to support the learning of children with evidence of opportunities identified to learn independently	Use a range of relevant strategies to aid good progress which children are supported in using independently	Use a range of relevant and meaningful strategies highly effectively, ensuring outstanding learning  Children use strategies independently.
<b>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</b>	Have a suitable awareness of children's development so that teaching can be adapted to support progress	Have a good awareness of children's development so that teaching is adapted to ensure progress	Have a sound awareness of children's development so that teaching is adapted effectively to ensure good or outstanding progress	Have an in-depth awareness of the development of all children where teaching is flexible, based on a sound knowledge to ensure outstanding progress
<b>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>	Use a range of strategies which meet the needs of all children and engage and support them, based on relevant evaluation	Use a widening range of suitable strategies which will meet the needs of all children and engage and support them, based on sound evaluation	Use a wide range of suitable teaching approaches which will ensure that all children are engaged and supported in their learning to make at least good progress, based on effective evaluation	Make highly effective use of a wide range of relevant teaching approaches based on accurate evaluation of teaching and learning.



**Teachers' standard 6**

**Make accurate and productive use of assessment**

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b>	Teacher is pro-active in assessing children and uses assessment to inform future planning	Formative and summative assessments are used to proactively inform future provision for all groups	Teacher uses a range of evidence types to assess all children accurately and assign interventions quickly to ensure all children make at least good progress	Assessment is cyclical and highly meaningful, contributing to generally outstanding progress
<b>Make use of formative and summative assessment to secure pupils' progress</b>	Use formative and summative assessments to monitor and support pupils' progress	Use formative and summative assessments to proactively inform future provision for all groups	Use formative and summative assessments to provide confident information about all children to ensure at least good progress	Use a range of assessment effectively to ensure outstanding progress.
<b>Use relevant data to monitor progress, set targets, and plan subsequent lessons</b>	Be proactive in using relevant data to monitor progress	Read and interpret data to set, monitor and plan lessons using SMART targets	Analyse and interpret data, putting in place strategies to address any shortcomings	Analyse and interpret data, making highly meaningful predictions and apply targets consistently
<b>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</b>	Be proactive in providing pupils with regular feedback, orally and through marking	Use oral feedback and marking to inform children of their progress	Use oral feedback and marking to interact with children and inform them of their progress, intervening to ensure success	Use oral feedback and marking in a highly meaningful, immediate and effective way to ensure outstanding progress

## Teachers' standard 7

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

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>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</b>	<p>Ensure children are well-behaved and there is a positive learning atmosphere in the class</p> <p>Display classroom rules and refer to them when following up sanctions</p>	<p>Ensure behaviour is good and children are actively engaged in their learning</p> <p>Rules and routines are well-established.</p> <p>Reward positive behaviour consistently</p>	<p>Ensure behaviour is good, children are actively involved and pro-active in demonstrating good "behaviour for learning"</p> <p>Be a positive role model in the classroom in accordance with policy and behaviour</p>	<p>Ensure behaviour is excellent and children take full responsibility for their own behaviour (including B4L) and that of others</p> <p>Adapt and develop rules and behaviour</p>
<b>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</b>	<p>Follow school's policy on behaviour management.</p> <p>Integrate effective behaviour for learning into the school's behaviour policy</p>	<p>Follow school's behaviour policy to suit the needs of children in the class, including behaviour for learning.</p>	<p>pro-actively implement effecting behaviour for learning across the school</p>	<p>Create frameworks from up-to-date research</p>
<b>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</b>	<p>Follow school policy and use knowledge from classroom observations.</p> <p>Liaise effectively with the Inclusion Manager</p>	<p>Follow school policy, applying prior developed knowledge when implementing policy</p>	<p>Take initiative in applying additional strategies to benefit a range of pupils' needs</p>	<p>Develop approaches which meet a range of behaviour needs.</p>
<b>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</b>	<p>Follow school policy on sanctions and rewards</p> <p>Develop practice through observations</p>	<p>Use career experience in combination with school policy to develop positive relationship with pupils</p> <p>Liaise with parents</p>	<p>Make immediate informed decisions which have a positive effect on class relationships</p> <p>Liaise with parents</p>	<p>Make a contribution to decisions and strategies used for sanctions</p> <p>Promote positive behaviour throughout the school</p> <p>Liaise with parents</p>

## Teachers' standard 8

### Fulfil wider professional responsibilities

	<b>NQT (with support)</b>	<b>Teacher</b>	<b>Accomplished teacher</b>	<b>Expert teacher (supporting others)</b>
<b>Make a positive contribution to the wider life and ethos of the school</b>	Follow the staff code of conduct and contribute to the school, e.g. in planning	Lead a subject area	Participate in some form of out-of-hours learning  Lead assemblies as appropriate	Be pro-active in identifying wider areas for development and come up with plans to address them.
<b>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b>	Know who is responsible for what in school and have an open, positive attitude to other team members  Be approachable	Confidently approach other members of staff for help and offer help to others when needed	Have a confident relationship with all staff  Establish supportive networks for collaborative work and advice	Be someone who all staff members feel they can approach.  Build up cross-school networks and support in other schools
<b>Deploy support staff effectively</b>	Have a positive relationship with all support staff and plan with class teaching assistant	Use support staff effectively to extend the children's learning in and out of class	Be able to use support staff strengths to promote high expectations in and out of class	Be able to develop support staff and encourage their own CPD
<b>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</b>	Have a positive attitude towards self-development  Use feedback as a tool to develop practice	Identify longer-term development needs and be proactive in addressing them	Be proactive in developing leadership skills	Have a commitment to professional development of colleagues, providing support and signposting as appropriate.
<b>Communicate effectively with parents with regard to pupils' achievements and well-being.</b>	Hold parents' evenings and informal chats about any major concerns, providing positive feedback when appropriate	Know how to deal or interact with parents more effectively and confidently	Deal with issues as they arise, with developed confidence. Target parents who need extra support	Run after school clubs  Provide parent workshops, e.g. for SATs  Advise and share materials and expertise