

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. 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.

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