**Mapping of New Teachers’ Standards 2012 and Core Standards 2007**

**NQTs that have started, but not completed induction by 1 September 2012, will need to be assessed against the new Teachers’ Standards at the end of their induction.**

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| **New Teachers’ Standards 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. |

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|  | **Teachers’ Standards September 2012** | **Core Professional Standards for Teachers 2007** |
| **PART ONE TEACHING** - **A Teacher must**: |  |
| 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. | **C1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them  **C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role  **C8** Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified  **C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people  **C23** Know the local arrangements concerning the safeguarding of children and young people  **C24** Know how to identify potential child abuse or neglect and follow safeguarding procedures  **C25** Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and, when to refer them to colleagues for specialist support  **C29** teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion. Build on the prior and attainment of those they teach in order that learners meet learning objectives and make sustained progress. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and penuries effectively .Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners  **C30** teach engaging and motivating lessons informed by well – grounded expectations of learners and designed to raise levels of attainment  **C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoringlearners’ progress and levels of attainment  **C34** Use assessment as part of their teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching |
| 2. | **Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * plan teaching to build on pupils’ capabilities and prior knowledge * 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 | **C4** Communicate effectively with learners and colleagues  **C10** Have a good-up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential  **C18** Understand how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching  **C19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching  **C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners  **C36** Review the impact of the feedback provided to learners and guide learners on how to improve their attainment  **C39** Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills |
| 3 | Demonstrate a 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 | **C15** have a secure knowledge and understanding of their subject/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments  **C16** Know and understand the relevant statutory and non-statutory curricular and frameworks, including those provided through the National Strategies, for their subject/curriculum areas and other relevant initiatives across the age and ability range the teach  **C17** Know how to use skills in literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context  **C27** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context |
| 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) | **C26** Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject curriculum knowledge. Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.  **C27** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context  **C28** Plan, set and assess homework and other out-of-class assignments and coursework for examinations where appropriate, to sustain learner’s progress and to extend and consolidate their learning  **C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion. Build on the prior and attainment of those they teach in order that learners meet learning objectives and make sustained progress. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and penuries effectively .Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners  **C30** Teach engaging and motivating lessons informed by well – grounded expectations of learners and designed to raise levels of attainment  **C35** Review the effectiveness of their teaching and its impact on learners’ progress, attainment and well-being, refining their approaches where necessary |
| 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 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 education 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 | **C18** Understand how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching  **C19** How to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching  **C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion. Build on the prior and attainment of those they teach in order that learners meet learning objectives and make sustained progress. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and penuries effectively .Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners  **C35** Review the effectiveness of their teaching and its impact on learners’ progress, attainment and well-being, refining their approaches where necessary |
| 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 | **C11** Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications  **C12** Know a range of approaches to assessment, including the importance of formative assessment  **C13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment  **C14** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development including action plans for improvement  **C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoringlearners’ progress and levels of attainment  **C32** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learner’s attainment, progress and areas for development  **C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.  **C34** Use assessment as part of their teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching  **C36** Review the impact of feedback provided to learners and guide learners on how to improve their attainment |
| 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 schools, 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 | **C1** have high expectations of children and young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships withthem  **C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role  **C10** Have a good-up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential  **C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion. Build on the prior and attainment of those they teach in order that learners meet learning objectives and make sustained progress. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively .Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners  **C37** Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of young people so that learners feel secure and sufficiently confidence to make an active contribution to learning and the school. Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning in out-of-school contexts behaviour constructively  **C38** Manage learner’s behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners  **C39** Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills |
| 8 | **Fulfil wider professional responsibilities**   * make a 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 | **C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity  **C4** Communicate effectively with learners and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being .Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about progress, development and well-being of children and young people  **C5** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.  **C6** Have a commitment to collaboration and cooperative working where appropriate  **C7** Evaluate their performance and be committed to improving their practice through appropriate professional development  **C8** Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified  **C9** Act upon advice and feedback and be open to coaching and mentoring  **C20** Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs , and the contributions they can make to learning, development and well-being of children and young people  **C21** Know when to draw on the expertise of colleagues, such as those with responsibilities for the safeguarding of children and young people and special educational needs and disabilities , and to refer to sources of information, advice and support from external agencies  **C40.** Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them  **C41** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fill |

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| **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 * 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 | **C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people  **C23** Know the local arrangements concerning the safeguarding of children and young people  **C24** Know how to identify potential child abuse or neglect and follow safeguarding procedures  **C37** Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of young people so that learners feel secure and sufficiently confidence to make an active contribution to learning and the school. Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning in out-of-school contexts |
|  | **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** | **C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role  **C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity |
|  | **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | **C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity |

NQT Teachers’ Standards Mapping/E/SMT2012