Teachers’ Standards Tracker



**Codes for the evidence you might use:**

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| **ITT** | Evidence from initial teacher training via CEPD | **CPD** | Development activities |
| **D** | Discussions | **PRM** | Notes from Professional Review meetings |
| **P** | Planning | **AM** | Assessment Meetings |
| **LO** | Lesson Observations | **SR** | Self Review and Reflection |
| **PW** | Pupils’ work | **F** | Feedback |
| **AR** | Assessment and records | **E** | Evaluations |
| **CP** | Contacts with parents/carers | **M** | Meetings with members of staff, e.g. SENCo |
| **GA** | Professional and general attitude to work | **TE** | Teaching Environment |

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| **Teachers’ Standards** | **Needs more opportunity to develop** | **Meets consistently and competently** | **Evidence/Actions to be taken** |
| **PART ONE – TEACHING**  **A teacher must:** |  |  |  |
| 1. **Set high expectations which inspire, motivate and challenge pupils**   (1a) establish a safe and stimulating  environment for pupils, rooted in mutual  respect  (1b) set goals that stretch and challenge pupils of  all backgrounds, abilities and dispositions  (1c) demonstrate consistently the positive attitudes,  values and behaviour which are expected of  pupils |  |  |  |
| 1. **Promote good progress and outcomes by**   **pupils**  (2a) be accountable for pupils’ attainment,  progress and outcomes  (2b) be aware of pupils’ capabilities and their  prior knowledge and plan teaching to build  on these  (2c) guide pupils to reflect on the progress they  have made and their emerging needs  (2d) demonstrate knowledge and understanding of  how pupils learn and how this impacts on  teaching  (2e) encourage pupils to take a responsible and  conscientious attitude to their own work and  study |  |  |  |
| 1. **Demonstrate good subject and curriculum**   **knowledge**  (3a) have a secure knowledge of the relevant  subject(s) and curriculum areas, foster and  maintain pupils’ interest in the subject, and  address misunderstandings  (3b) demonstrate a critical understanding of  developments in the subject and curriculum  areas, and promote the value of scholarship  (3c) 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  (3d) if teaching early reading , demonstrate a clear  understanding of systematic synthetic phonics  (3e) if teaching early mathematics, demonstrate a  clear understanding of appropriate teaching  strategies |  |  |  |
| **4. Plan and teach well structured lessons**  (4a) impart knowledge and develop understanding  through effective use of lesson time  (4b) promote a love of learning and children’s  intellectual curiosity  (4c) set homework and plan other out –of-class  activities to consolidate and extend the  knowledge and understanding pupils have  acquired  (4d) reflect systematically on the effectiveness of  lessons and approaches to teaching  (4e) contribute to the design and provision of an  engaging curriculum within the relevant subject  area(s) |  |  |  |
| 1. **Adapt teaching to respond to the strengths**   **and needs of all pupils**  (5a) know when and how to differentiate  appropriately, using approaches which enable  pupils to be taught effectively  (5b) have a secure understanding of how a range of  factors can inhibit pupils’ ability to learn, and  how best to overcome these  (5c) 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  (5d) 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 |  |  |  |
| 1. **Make accurate and productive use of**   **assessment**  (6a) know and understand how to the relevant  subject and curriculum areas, including  statutory assessment requirements  (6b) make use of formative and summative  assessment to secure pupils’ progress  (6c) use relevant data to monitor progress, set  targets, and plan subsequent lessons  (6d) give pupils regular feedback, both orally and  through accurate marking, and encourage  pupils to respond to the feedback |  |  |  |
| 1. **Manage behaviour effectively to ensure a**   **good and safe learning environment**  (7a) 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  (7b) have high expectations of behaviour, and  establish a framework for discipline with a  range of strategies, using praise, sanctions and  rewards consistently and fairly  (7d) manage classes effectively, using approaches  which are appropriate to pupils’ needs in order  to involve and motivate them  (7e) maintain good relationships with pupils,  exercise appropriate authority, and act  decisively when necessary |  |  |  |
| **8. Fulfil wider professional responsibilities**  (8a) make a positive contribution to the wider life  and ethos of the school  (8b) develop effective professional relationships  with colleagues, knowing how and when to  draw on advice and specialist support  (8c) deploy support staff effectively  (8d) take responsibility for improving teaching  through appropriate professional development,  responding to advice and feedback from  colleagues  (8e) communicate effectively with parents with  regard to pupils’ achievements and well-being |  |  |  |
| **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.** | | | |
| **9. Teachers uphold public trust in the**  **profession and maintain high standards of**  **ethics and behaviour, within and outside**  **school, by:**  (9a) treating pupils with dignity, building  relationships rooted in mutual respect, and at  all times observing proper boundaries  appropriate to a teacher’s professional position  (9b) having regard for the need to safeguard pupils’  well-being, in accordance with statutory  provisions  (9c) showing tolerance of and respect for the rights  of others  (9d) not undermining fundamental British values,  including democracy, the rule of law, individu al  liberty and mutual respect, and tolerance of  those with different faiths and beliefs  (9e) ensuring that personal beliefs are not  expressed in ways which exploit pupils’  vulnerability or might lead them to break the  law |  |  |  |
| **10.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** |  |  |  |
| **11. Teachers must have an understanding of,**  **and always act within, the statutory**  **frameworks which set out their professional**  **duties and responsibilities.** |  |  |  |
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