High Expectations

TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER 2012	LOCAL IIII ILII ILI IA IIOII	EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
STATOTORT WEISELTENBER 2012		LITECTIVETRACTICE	WHICH MAY BE APPROPRIATE
A teacher must:	All toochore (NOT onwards).	The NQT:	WHICH MAT BE AFFROFRIATE
	All teachers (NQT onwards):		
I. Set high expectations which inspire,	The learning environment is	Establishes a well organised	Regular review and focussed discussions
motivate and challenge pupils	welcoming and well-managed; it helps	"classroom" to support and	with assigned mentor
a) establish a safe and stimulating	to foster engagement and good	stimulate learning and develop	
environment for pupils, rooted in	relationships between teacher and	independence	Use of internal expertise /links with other
mutual respect	pupil and pupil to pupil		school (LA can facilitate)
		Puts understanding of safeguarding	
		requirements into practice	Opportunities to observe/work alongside
		Models respect and expectations in	colleagues in own and other schools
		all interactions with learners	
			Coaching and mentoring activity (e.g Plan,
b) set goals that stretch and	Prior attainment data are used, along	Demonstrates a growing	Do, Review sessions)
challenge pupils of all	with other appropriate information to	understanding of available	,
backgrounds, abilities and	set challenging targets for all students	assessment information and how this	Access to a range of CPD (e.g LA Benjamin
dispositions		can be used	Curtis offer and Teaching School Alliance
•			Offer)
		Uses above formatively in planning,	" /
		teaching, differentiation, day to day	Developmental feedback/forward planning
		assessment including questioning,	following direct observations of
		target setting/getting processes and	teaching/other monitoring activities e.g
		marking and feedback	book scrutiny, planning scrutiny, learning
		marking and recapack	walk, discussion with pupils
			wark, discussion with pupils
			Briefing on school policies, systems and
c) demonstrate consistently the	Teachers consistently demonstrate the	Models consistent, positive	procedures
	,		procedures
positive attitudes, values and	positive attitudes, values and	relationships and interactions based	Cutto ant Grand and in the adams!
behaviour which are expected of	behaviour which are expected of	on mutual respect and high	Support from subject leaders/
pupils.	pupils.	expectations	co-ordinators
			TI NOT I I I I I
		Establishes and consistently applies	The NQT also undertakes personal
		ground rules which are clear and	study/research and is proactive in seeking
		appropriate and reflect agreed	advice and support
		school policy	

Progress and Outcomes

TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER		EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
2012			WHICH MAY BE
			APPROPRIATE
A teacher must:	All teachers (NQT onwards):	The NQT:	
2. Promote good progress and		T	Regular review and focussed
outcomes by pupils	The majority of pupils and groups of pupils make progress in lessons that is broadly in line	Takes part in and adapts teaching as a	discussions with assigned mentor
a) be accountable for pupils' attainment, progress and	with that made by pupils nationally with similar	result of e.g. moderation processes, work scrutiny, pupil progress meetings	Use of internal expertise /links with
outcomes	starting points	work scrudily, pupil progress meetings	other school (LA can facilitate)
outcomes	Star ting points		outer seriour (Extern facilitate)
b) be aware of pupils'	Teaching is based upon careful assessment of	Annotates planning and differentiates	Opportunities to observe/work
capabilities and their prior	pupils' current and prior learning	provision showing that assessment	alongside colleagues in own and
knowledge, and plan		information/assessment for learning	other schools
teaching to build on these		strategies are being used with effect	
			Coaching and mentoring activity (e.g
c) guide pupils to reflect on	Pupils are informed about the progress they	Engages learners in discussion about	Plan, Do, Review sessions)
the progress they have made and their emerging	are making and how to improve through regular feedback and marking which is timely	their targets, success criteria, learning, progress and next steps	Access to a range of CPD (e.g LA
needs	and encouraging. As a result pupils reflect	progress and next steps	Benjamin Curtis offer and Teaching
liceus	upon their progress and set targets to improve	Follows Marking and Feedback Policy:	School Alliance Offer)
	apon anon progress and see an gets to improve	gives learners opportunities to	concert imance officity
		respond/demonstrate progress	Developmental feedback/forward
			planning following direct
d) demonstrate knowledge	Teachers use their pedagogical understanding	Shows ability to assess learning and	observations of teaching/other
and understanding of how	to construct lessons and sequences of learning	progress against intended outcome in	monitoring activities e.g book
pupils learn and how this	that promote learning progression	lesson/sequence of lessons and makes	scrutiny, planning scrutiny, learning
impacts on teaching		adaptations accordingly	walk, discussion with pupils
			Briefing on school policies, systems
			and procedures
e) encourage pupils to take a	Pupils take responsibility for their work and	Develops a positive ethos for learning	and procedures
responsible and	are encouraged to be independent learners	and demonstrates use of strategies so	Support from subject leaders/
conscientious attitude to	and the second s	that learners can e.g ask questions,	co-ordinators
their own work and study.		take risks, work independently	
			The NQT also undertakes personal
			study/research and is proactive in
			seeking advice and support

Subject Knowledge

TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER		EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
2012			WHICH MAY BE
			<u>APPROPRIATE</u>
A teacher must:	All teachers (NQT onwards):	The NQT:	
3. Demonstrate good subject		Demonstrates arousing range of strategies	Regular review and focussed discussions
and curriculum knowledge a) have a secure knowledge	Secure subject knowledge helps to foster	Demonstrates growing range of strategies to engage learners and maintains their	with assigned mentor
of the relevant subject(s)	pupil engagement and maintain interest.	interest	Use of internal expertise /links with other
and curriculum areas,	Common misconceptions are recognised	Shows understanding of common errors	school (LA can facilitate)
foster and maintain pupils'	and challenged	learners may make and demonstrates	Serios (El Carriados)
interest in the subject, and	S .	growing ability to pre-empt/address these	Opportunities to observe/work alongside
address misunderstandings			colleagues in own and other schools
			Coaching and mentoring activity (e.g Plan,
		Uses subject knowledge to plan	Do, Review sessions)
b) demonstrate a critical	Teachers demonstrate an up-to-date	lesson/sequence of lessons to secure	A
understanding of developments in the	knowledge of their subject(s) and have a secure understanding of the assessment	pupil progress in that area Shows understanding of how subject is	Access to a range of CPD (e.g LA Benjamin Curtis offer and Teaching
subject and curriculum	requirements and arrangements for the	assessed and links this to	School Alliance Offer)
areas, and promote the	subjects they teach, including	planning/provision	School Amurice Offici)
value of scholarship	requirements for public examinations	Knows gaps in own learning/subject	Developmental feedback/forward
•	·	knowledge and is proactive in seeking to	planning following direct observations of
		address these	teaching/other monitoring activities e.g
			book scrutiny, planning scrutiny, learning
c) demonstrate an		Builds Reading, Writing, Language and	walk, discussion with pupils
understanding of and take	Teachers are aware of the relevant	Communication skills into	
responsibility for	literacy policies and understand the	planning/provision	Briefing on school policies, systems and
promoting high standards of literacy, articulacy and	importance of literacy to their subject area. Literacy and communication skills	Uses Standard English effectively Identifies cross-curricular opportunities	procedures
the correct use of	are promoted within lessons	and builds these into provision at a level	Support from subject leaders/
standard English, whatever	are promoted within lessons	appropriate to learners' abilities.	co-ordinators
the teacher's specialist			
subject		(NB Literacy specific guidance and/or	The NQT also undertakes personal
		training may be necessary)	study/research and is proactive in seeking
			advice and support

Well Structured lessons

TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF EFFECTIVE	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER	LOCAL INTERINCTATION	PRACTICE	GUIDANCE AND SUPPORT
2012		TRACTICE	WHICH MAY BE
2012			APPROPRIATE
A toochow must:	All teachers (NQT onwards):	The NQT:	AFFROFRIATE
A teacher must: 4. Plan and teach well structured	All teachers (NQT onwards):	Plans and delivers well-structured lessons	Dogular ravious and focused discussions
			Regular review and focussed discussions
lessons	The vale of the teacher and avail	Effectively briefs and deploys all adults	with assigned mentor
a) impart knowledge and	The role of the teacher and pupil	supporting the learning	I had a finate me all auch a maine Alimber which a choice
develop understanding	activities are planned for within well	Selects resources and activities with care to	Use of internal expertise /links with other
through effective use of	structured lessons	scaffold learning	school (LA can facilitate)
lesson time		Uses time purposefully in well-paced lessons	
		Demonstrates flexibility creativity etc. in	Opportunities to observe/work alongside
	B	adapting lessons according to need and	colleagues in own and other schools
b) promote a love of learning	Plan and teach lessons that promote	purpose	
and children's intellectual	positive attitudes to learning	Models and promotes positive attitudes to	Coaching and mentoring activity (e.g
curiosity		learning	Plan, Do, Review sessions)
			A to
a) and become overally and release	Diam and and discount have a supplied in the con-	Coto and bounder Code and an bounder	Access to a range of CPD (e.g LA
c) set homework and plan	Plan, set and mark homework in line	Sets and provides feedback on homework	Benjamin Curtis offer and Teaching
other out-of-class activities	with school policy that consolidate	that is appropriate and builds upon lesson	School Alliance Offer)
to consolidate and extend	and extend understanding	context	Developmental from the adults according
the knowledge and			Developmental feedback/forward
understanding pupils have	Deflection leads to the adoptation and	Engages in professional discussions and	planning following direct observations of
acquired	Reflection leads to the adaptation and modification of future lessons.	Engages in professional discussions and	teaching/other monitoring activities e.g
	modification of future lessons.	demonstrates reflective practice	book scrutiny, planning scrutiny, learning
م براه من مناه مناه مناه مناه مناه مناه مناه		Acts upon/amends own plans/practice as a	walk, discussion with pupils
d) reflect systematically on the effectiveness of lessons		result of above	Priofice on advantage and
	Professional development	Demonstrates that brownian is amounted	Briefing on school policies, systems and procedures
and approaches to teaching	Professional development opportunities are grasped to improve	Demonstrates that provision is amended	procedures
		and has a positive impact following successful CPD activity	Support from subject leaders/
	practice	successful Ci D activity	co-ordinators
			co-ordinators
e) contribute to the design			The NQT also undertakes personal
and provision of an	Teachers contribute to curriculum	Actively participates in subject/staff/key	study/research and is proactive in seeking
engaging curriculum within	planning and to the development of	stage meetings, contributing ideas.	advice and support
the relevant subject	schemes of learning	Total Tricounts, continuums racus.	advice and support
area(s).	Jenesies of learning		
u: cu(5).			

Adapting Teaching

TEACHERS STANDARDS	LOCAL INITERRETATION	COME EVANDI EC CE	COME EVAND: TO OT
TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER		EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
2012			WHICH MAY BE
			APPROPRIATE
A teacher must:	All teachers (NQT onwards):	The NQT:	
5. Adapt teaching to respond to the		Shows understanding of expectations re	
strengths and needs of all pupils		attainment/progress of potentially	Regular review and focussed
a) know when and how to	Teachers plan and deliver appropriately	vulnerable groups	discussions with assigned mentor
differentiate appropriately,	differentiated learning activities and	5 1	Ü
using approaches which enable	approaches for all pupils, based on	Follows Assessment Policy, including	Use of internal expertise /links with
pupils to be taught effectively	prior attainment and identified need	Assessment for Learning effectively	other school (LA can facilitate)
pupils to be taught effectively	prior accaminent and rachemed need	rissessificine for Learning effectively	outer seriou (D'r carr facilitate)
		Participates in Pupil Progress Meetings and	Opportunities to observe/work
b) have a secure understanding of	Teachers show a secure understanding	demonstrates that decisions made impact	alongside colleagues in own and
how a range of factors can	of how a range of factors, including	positively on provision (in class and through	other schools
inhibit pupils' ability to learn,	SEN/D, EAL, LAC, FSM, G&T, can	planned interventions)	other schools
and how best to overcome		planned interventions)	Compliant and manufacture activity (or
	impact learning. They adapt their		Coaching and mentoring activity (e.g
these	teaching accordingly to ensure all pupils	Demonstrates an understanding of factors	Plan, Do, Review sessions)
	make expected progress	potentially affecting progress/access to	6600 / 14
		learning and draws upon range of available	Access to a range of CPD (e.g LA
c) demonstrate an awareness of	Teachers' planning and teaching shows	adaptations	Benjamin Curtis offer and Teaching
the physical, social and	they understand that all pupils develop		School Alliance Offer)
intellectual development of	at different rates both socially and	Deploys a range of teaching and learning	
children, and know how to	intellectually. They adapt their teaching	strategies with growing effect	
adapt teaching to support	accordingly		Developmental feedback/forward
pupils' education at different		Takes responsibility for needs of all	planning following direct observations
stages of development		learners within own Quality First Teaching	of teaching/other monitoring activities
			e.g book scrutiny, planning scrutiny,
d) have a clear understanding of	Teachers show a clear understanding of	Liaises with SENCO, other professionals	learning walk, discussion with pupils
the needs of all pupils, including		and suitably deploys support staff	
those with special educational	G&T pupils and use distinctive teaching	, , , , ,	Briefing on school policies, systems
needs; those of high ability;	and support strategies to ensure these	Uses e.g IEPs, provision mapping effectively	
those with English as an	pupils make progress that is at least in		,
additional language; those with	line with similar learners nationally	Demonstrates timely and effective use of	Support from subject leaders/
disabilities; and be able to use		agreed range of interventions	co-ordinators
and evaluate distinctive		29. 2.2. 2	The NQT also undertakes personal
teaching approaches to engage			study/research and is proactive in
and support them.			seeking advice and support
and support them.			seeking advice and support

Use of Assessment

TEACHERS STANDARDS LOC	AL INTERPRETATION	SOME EXAMPLES OF EFFECTIVE	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER		PRACTICE	GUIDANCE AND SUPPORT
2012			WHICH MAY BE
			APPROPRIATE
A teacher must: All te	eachers (NQT onwards):	The NQT:	
6. Make accurate and productive			Regular review and focussed
use of assessment			discussions with assigned mentor
,	ners regularly assess pupils in	Understands statutory assessment requirements,	
	subject area (including	marking criteria, coursework, exams, schemes of	Use of internal expertise /links with
•	cory assessments)	work etc	other school (LA can facilitate)
areas, including statutory			
assessment requirements		Makes accurate judgments and adaptations as a	Opportunities to observe/work
		result of moderation work, Pupil Progress	alongside colleagues in own and
		meetings etc	other schools
b) make use of formative and Summ	native and formative	Understands brogression and ago related	Coaching and mentoring activity (e.g
,	sment are used as a basis for	Understands progression and age related expectations (where available) in subject	Plan, Do, Review sessions)
	vention and to inform future	Uses challenging learning objectives, success	ridii, Do, Keview Sessions)
planni		criteria and targets to secure learning and	Access to a range of CPD (e.g LA
Piulin	8	progress	Benjamin Curtis offer and Teaching
		p. 08. 000	School Alliance Offer)
c) use relevant data to		Uses information from tracking, day to day	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
monitor progress, set School	ol and national level data is used	assessment work in books, response to	Developmental feedback/forward
targets, and plan in ord	der to set challenging targets,	marking/feedback to amend provision and	planning following direct
subsequent lessons monit	tor progress and plan	further secure learning/progress	observations of teaching/other
subse	quent lessons		monitoring activities e.g book
		Uses e.g IEPs, Provision Maps, Interventions well	scrutiny, planning scrutiny, learning
			walk, discussion with pupils
		8 .1	D : C
		Provides regular and developmental feedback to	Briefing on school policies, systems
d) sive susile vestules.	a a sa a sirra ma arrilam fa a dha al cha ath	learners	and procedures
, , , , ,	ners give regular feedback both	Develops the language of learning and progress with learners	Support from subject leaders/
• • • • • • • • • • • • • • • • • • • •	and through accurate marking ncourage pupils to respond to	Makes good use of peer and self-assessment	co-ordinators
	eedback given	processes	co-ordinators
respond to the feedback	CODUCK SIVEII	processes	The NQT also undertakes personal
. Ospona co eno recubuere			study/research and is proactive in
			seeking advice and support

Managing behaviour

TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMBLES OF	SOME EXAMPLES OF
TEACHERS STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTORY wef SEPTEMBER 2012		EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
			WHICH MAY BE
			<u>APPROPRIATE</u>
A teacher must:	All teachers (NQT onwards):	The NQT:	
7. Manage behaviour effectively to		Shows a working knowledge of all	
ensure a good and safe learning		relevant school policy and uses them	Regular review and focussed
environment		appropriately	discussions with assigned mentor
a) have clear rules and routines for	Teachers have clear rules and routines		
behaviour in classrooms, and take	for behaviour and consistently	Promotes and models rules and	Use of internal expertise /links with
responsibility for promoting good	implement the school's behaviour and	routines in line with policy	other school (LA can facilitate)
and courteous behaviour both in	anti-bullying policies	, ,	, , ,
classrooms and around the	,	Demonstrates ability to manage	Opportunities to observe/work
school, in accordance with the		behaviour in line with policy both in	alongside colleagues in own and
school's behaviour policy		and out of the classroom	other schools
. ,		•	
b) have high expectations of	Teachers have high expectations of	Uses agreed rewards and sanctions	Coaching and mentoring activity (e.g
behaviour, and establish a	behaviour, using a range of strategies	with consistency	Plan, Do, Review sessions)
framework for discipline with a	(including praise, rewards and		, , , , , , , , , , , , , , , , , , , ,
range of strategies, using praise,	sanctions) to promote good and	Seeks clarification, advice and	Access to a range of CPD (e.g LA
sanctions and rewards	courteous behaviour in the majority of	support, working closely with pastoral	Benjamin Curtis offer and Teaching
consistently and fairly	pupils, both in their own lessons and	leaders and parents/carers	School Alliance Offer)
Consissionally and lamily	around school	readers and paremers	concertunance effer)
		Follows agreed procedures re	Developmental feedback/forward
		individuals/groups/circumstances	planning following direct observations
c) manage classes effectively, using	Effective classroom management	marridudis/groups/circumstances	of teaching/other monitoring activities
approaches which are appropriate	9	Promotes collaborative and co-	e.g book scrutiny, planning scrutiny,
to pupils' needs in order to	with each other in a safe and orderly	operative learning	learning walk, discussion with pupils
involve and motivate them	manner. Teachers motivate pupils to	operative learning	rearring wait, discussion with pupils
mivolve and motivate them	engage well with learning so that	Ensures that own teaching motivates	Briefing on school policies, systems
	disruption to lessons is uncommon	and engages learners so they are	and procedures
	distribution to ressons is unconfinding	suitably challenged and focussed on	and procedures
d) maintain good relationships with			Support from subject leaders/
pupils, exercise appropriate	Touchors build good relationships with	learning	co-ordinators
	Teachers build good relationships with	Models good relationships and	co-ordinators
authority, and act decisively when	the majority of pupils and pupils	Models good relationships and	The NOT also undertakes bereen
necessary	respond well to additional prompting	conducts in dealings with colleagues	The NQT also undertakes personal
	from the teacher	and learners	study/research and is proactive in
			seeking advice and support

Wider Responsibilities

TEACHER	S STANDARDS	LOCAL INTERPRETATION	SOME EXAMPLES OF	SOME EXAMPLES OF
STATUTO	DRY wef		EFFECTIVE PRACTICE	GUIDANCE AND SUPPORT
SEPTEMBI	ER 2012			WHICH MAY BE
				<u>APPROPRIATE</u>
A teacher i	must:	All teachers (NQT onwards):	The NQT:	
	der professional			Regular review and focussed
responsibil		Teachers model their professional duties and	Understands and applies school aims,	discussions with assigned mentor
•	e a positive	consistently implement the school values and	ethos, vision and values	
	ribution to the wider	policies. They increasingly participate in		Use of internal expertise /links with
	nd ethos of the	whole school activities	Participates in e.g clubs, activities, visits,	other school (LA can facilitate)
schoo	ol		collective worship, community projects	
				Opportunities to observe/work
	lop effective	Teachers work as a committed team member	Actively participates in and contributes	alongside colleagues in own and
	essional relationships	and identify opportunities for working with a	to team meetings	other schools
	colleagues, knowing and when to draw on	range of different colleagues in order to seek	Cooks advice/clarification/avidance	Coaching and montoring activity (o.g.
	ce and specialist	advice and share good practice	Seeks advice/clarification/guidance	Coaching and mentoring activity (e.g Plan, Do, Review sessions)
suppo	•			ridii, Do, Review sessions)
supp	or c			Access to a range of CPD (e.g LA
c) deplo	y support teachers	Teachers carefully deploy available support	Understands role of, briefs, involves and	Benjamin Curtis offer and Teaching
· ·	tively	teachers, ensuring that they are appropriately	effectively deploys support staff	School Alliance Offer)
		involved in supporting learning and		o and on a manage of many
		understand the roles they are expected to		Developmental feedback/forward
		fulfil		planning following direct observations
				of teaching/other monitoring activities
d) take	responsibility for	Teachers have a creative and constructively	Engages positively and professionally	e.g book scrutiny, planning scrutiny,
impre	oving teaching	critical approach towards innovation; actively	with mentor etc	learning walk, discussion with pupils
	ugh appropriate	seeking to adapt their practice where benefits	Reflects upon, reviews and amends	
•	essional	and improvements are identified through	practice, with impact upon learning, as	Briefing on school policies, systems
	lopment, responding	coaching, mentoring and other professional	a result of support and review	and procedures
	lvice and feedback	development opportunities		
trom	colleagues		B 1	Support from subject leaders/
a)	mounicate offerther.	Tanahama waa a wamiaho af maasha da sa awasiida	Develops appropriate relationship with	co-ordinators
,	municate effectively	Teachers use a variety of methods to provide	parents/carers, ensure communication	The NOT also undertakes because
	parents with regard ipils' achievements	all parents and carers with timely, accurate and constructive feedback on learners'	and feedback (e.g written reports/parents' meetings is timely,	The NQT also undertakes personal study/research and is proactive in
-	well-being.	achievements and well-being	accurate and constructive	seeking advice and support
and v	wen-nemg.	achievenients and wen-being	accurate and constructive	seeming advice and support