

# DRAFT STANDARDS FOR TEACHERS

## 16 MAY 2011

### PREAMBLE

#### GOOD TEACHERS

Good teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in pupils' work and conduct. Good 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 relationships with pupils and colleagues; and work with parents, carers and the community in the best interests of their pupils.

#### A TEACHING

You must:

##### 1 Set high expectations which inspire, motivate and challenge pupils

- You set goals that stretch and challenge pupils of all backgrounds, abilities, needs and dispositions.
- You consistently demonstrate the positive attitudes, values and behaviour which you expect from your pupils.
- You establish a safe and stimulating environment for all pupils, rooted in mutual respect.

##### 2 Promote progress and good outcomes by pupils

- You are aware of all pupils' capabilities and their prior knowledge and understanding, and you plan your teaching effectively and consistently to build on these.
- You set challenging objectives, and guide pupils to reflect on their learning, identifying the progress they have made and their emerging needs.
- You demonstrate knowledge and understanding of how pupils learn and how this impacts on your teaching.
- You encourage pupils to take responsibility for their own work and study.

##### 3 Demonstrate good subject and curriculum knowledge

- You have a secure working knowledge of the subject(s) and curriculum areas you teach, consistently maintain pupils' interest in the subject, and you address misconceptions and misunderstandings.
- You demonstrate a critical understanding of developments in the subject and curriculum areas you teach, and promote the values of scholarship.
- You demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- If you are teaching reading to primary-age pupils, you demonstrate a clear understanding of systematic synthetic phonics.
- If you are teaching mathematics to primary-age pupils, you demonstrate a clear understanding of strategies for teaching early mathematics.

#### **4 Plan and teach well-structured lessons**

- You consistently plan lessons and sequences of lessons that engage pupils and promote educational attainment.
- You plan lessons and organise content to generate interest, foster understanding, and promote concentration through effective use of lesson time.
- You set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

#### **5 Use a range of teaching skills, strategies and resources**

- You manage classes effectively, using approaches that are appropriate and responsive to pupils' strengths and needs in order to involve and motivate them.
- You use high-quality questions to elicit answers which recapitulate, consolidate and confirm understanding.
- You make productive links between new subject matter and pupils' previous knowledge and experience.
- You foster a love of learning, and aim to develop and encourage children's intellectual curiosity.
- You make effective use of support staff; you make appropriate use of a range of applied technology to support your teaching.

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

- You know when and how to differentiate appropriately, using language, terminology and attitudes to enable pupils to learn effectively.
- You have a clear understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- You are able to use and evaluate distinctive teaching approaches successfully to engage all pupils, including those with special educational and other needs.
- You have a clear understanding of the needs of high-ability pupils, and support those needs through your teaching.

#### **7 Make accurate and productive use of assessment**

- You know and can administer the assessment requirements for the subjects and curriculum areas you teach.
- You make accurate use of formative and summative assessment.
- You use relevant data to monitor progress, set targets, and plan subsequent lessons.
- You give pupils regular feedback and helpful advice, both orally and through accurate marking, and give pupils the opportunity to respond to this feedback.

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

- You have clear rules for behaviour in your classroom, and you take responsibility for promoting good and courteous behaviour both in your classroom and around the school.
- You have consistently high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards effectively and fairly.
- You exercise appropriate authority, and act decisively when necessary.

## **B PERSONAL AND PROFESSIONAL CONDUCT**

### **9 Ethics and behaviour**

- You must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - having tolerance and respect for the rights of others, and not undermining UK democratic values;
  - not expressing personal beliefs – including political, religious or moral beliefs – in ways that exploit pupils' vulnerability;
  - treating all pupils with dignity, building relationships rooted in mutual respect, at all times observing professional boundaries;
  - not using your professional position to establish or pursue a sexual or improper emotional relationship with a pupil;
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- You must have proper and professional regard for the ethos, policies and practices of the school in which you teach, and maintain the highest standards of attendance and punctuality.

### **10 Wider professional responsibilities**

- You must contribute to the wider life and well-being of the school, inside and outside of the classroom, demonstrating an awareness of, and sensitivity to, relevant community contexts.
- You must develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- You must take responsibility for improving your teaching through appropriate professional development, responding to advice and feedback from colleagues.