

NQTs and TEACHERS' STANDARDS

TEACHERS' STANDARDS (PART 1)

<u>TEACHERS' STANDARD</u>	<u>EXCELLENT PERFORMANCE</u>	<u>GOOD PERFORMANCE</u>	<u>THRESHOLD PERFORMANCE</u>	<u>FAILING TO MEET THE STANDARD</u>
1) Set high expectations which inspire motivate and challenge	Sets very high expectations which inspire motivate and challenge all pupils in his/her care beyond usual levels	Sets high expectations which inspire, motivate and challenge all pupils in his/her care	Tries to set high expectations resulting in most pupils being inspired, motivated and challenged.	Does not set adequate expectations and so some or all pupils in his/her care are not inspired, motivated and challenged
2) Promote good progress and outcomes by pupils	Promotes exceptional progress and outcomes for most of his/her pupils (many pupils exceed expectations)	Promotes good progress and outcomes by most of his/her pupils (some pupils exceed expectations)	Promotes adequate progress and outcomes (most pupils' attainment is in line with expectations)	Little attention is paid to the progress and outcomes of his/her pupils. Many pupils' do not attain in line with expectation
3) Demonstrate good subject and curriculum knowledge	Demonstrates excellent subject and curriculum knowledge	Demonstrates good subject and curriculum knowledge	Demonstrates secure subject and curriculum knowledge	Significant gaps in the teacher's subject and/or curriculum knowledge hamper pupil progress and/or understanding

4) Plan and teach well-structured lessons (see area 4 of Teachers' Standards)	Lessons are mostly outstanding or good. When good, lessons often show outstanding characteristics	Lessons are never less than adequate and often good or better	Teaches mainly at least adequate lessons	A significant number of lessons are not adequate resulting in too many pupils not making progress in their learning
5) Adapt teaching to respond to the strengths and needs of all pupils	Has a detailed understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly which results in most pupils making rapid and sustained progress	Has a clear understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly which results in most pupils making good progress	Has some understanding of the strengths and needs of all pupils and often adapts his/her teaching accordingly which results in most pupils making acceptable progress	Fails to take sufficient account of the strengths and needs of pupils or adapt his/her teaching. As a result provision for some pupils is inappropriate and some pupils fail to progress
6) Make accurate and productive use of assessment	Excellent knowledge of and confident in using relevant data to monitor progress and make very accurate and productive use of formative and summative assessment approaches. Verbal and written feedback to pupils is outstanding.	Good knowledge of relevant data to monitor progress and make accurate and productive use of formative and summative assessment. Verbal and written feedback to pupils is focussed and differentiated.	Has some knowledge of relevant data to monitor progress and make reasonably accurate and productive use of formative and summative assessment. Verbal and written feedback to pupils is adequate.	Has limited understanding of relevant data to monitor progress and makes inaccurate, unproductive or no use of formative and/or summative assessment. Written and verbal feedback is absent, inconsistent or fails to assist pupils in moving on.
7) Manage behaviour effectively to ensure a good and safe learning environment	Has created an excellent climate for learning and is very confident in using a range of behaviour techniques and strategies resulting	Has created a good climate for learning and makes effective use of a range of behaviour management strategies resulting	Has created a climate for learning that enables pupils to engage safely and calmly in activities. Makes reasonable use of some	As a result of a poor climate for learning, pupils' overall behaviours and attitudes are unsatisfactory. Behaviour management strategies

	in very good relationships with pupils and excellent 'behaviour for learning' from pupils	in good relationships with most pupils and a well ordered learning environment with pupils on task	behaviour management techniques and strategies to manage the classroom. Has a positive relationship with most pupils and usually manages low level disruption appropriately.	are not used effectively or consistently and as a result pupils are denied the opportunity to learn in a calm environment.
8) Fulfil wider professional responsibilities	<p>Excellent understanding of the roles and responsibilities of a teacher and participates fully in the wider life of the school.</p> <p>Support staff consistently well deployed.</p> <p>He/she is open to guidance and learns rapidly from other colleagues.</p>	<p>Up-to-date knowledge and understanding of the roles and responsibilities of a teacher and participates in school life.</p> <p>Support staff well deployed.</p> <p>Accepts guidance and shows willingness to use ideas suggested by more experienced colleagues.</p>	<p>Understands the roles and responsibilities of a teacher and participates in school life.</p> <p>Support staff usually deployed appropriately.</p> <p>Accepts advice from others and acts on targets set.</p>	<p>Has not fulfilled all professional obligations and has made little effort to contribute to the life of the school.</p> <p>Support staff not always deployed effectively and this limits pupils' learning.</p> <p>Is reluctant to accept advice and slow to act on targets set.</p>

PERSONAL AND PROFESSIONAL CONDUCT (PART 2)

Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.

Please type in the box whether each statement has been met or not met.

MET / NOT MET

Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers 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

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

Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.