

# Introduction

The Teachers' Standards are standards against which Performance Management reviewers will assess teachers. Assessments will be made based on what can reasonably be expected of a teacher as relevant to their role, the stage of their career and the context in which they are working.

The following descriptors will be used in making an assessment:

<b>Inadequate</b>	<b>Requires Improvement</b>	<b>Good</b>	<b>Outstanding</b>
<p>The teacher requires urgent advancement of their skills to meet the requirements of their role</p> <p>The teacher struggles with this area and needs help to increase their skill, knowledge and/or confidence</p> <p>The teacher requires senior support and guidance to enable them to deliver in this area</p> <p>The teacher requires support to develop strategies to address the progress of groups of students and/or to sustain progress of groups of pupils over time</p> <p>Where lesson observations are used in assessment of the relevant standard, the teacher is predominantly assessed as inadequate</p> <p><b>Skills, knowledge and/or practice need to be developed</b></p>	<p>The teacher has experience in this area, but needs to advance their skills to demonstrate consistency in this area</p> <p>The teacher is able to demonstrate some of the skills and knowledge in this area, but has some gaps</p> <p>The teacher requires senior support to guide them on how to work in this area</p> <p>The teacher may require support to develop strategies to address the progress of groups of students and to sustain progress of groups of pupils over time</p> <p>Where lesson observations are used in assessment of the relevant standard, the teacher is predominantly assessed as satisfactory</p> <p><b>Developed skills, knowledge or practice need to be expanded</b></p>	<p>The teacher confidently demonstrates most of the skills in this area for much of the time</p> <p>The teacher is able to identify outstanding practice but may be unsure of the additional skills or strategies needed in order to deliver at the outstanding level</p> <p>The teacher is able to demonstrate leadership beyond the classroom in this area</p> <p>The teacher evidences a positive impact in the specified area and/or sustained progress of groups of pupils over time</p> <p>Where lesson observations are used in assessment of the relevant standard, the teacher is predominantly assessed as good</p> <p><b>Expanded skills, knowledge and practice are now embedded</b></p>	<p>The teacher consistently and reliably demonstrates and excels at all of the skills in this area</p> <p>The teacher can transfer and apply these skills to a range of situations and make best use of them to support pupils</p> <p>The teacher consistently and effectively models best practice in all areas and is able to cascade this best practice or work as a shadow, coach or mentor with other teachers</p> <p>The teacher demonstrates highly effective leadership beyond the classroom</p> <p>The teacher evidences significant and sustained impact in a range of areas and/or rapid progress of target groups of students</p> <p>Where lesson observations are used in assessment of the relevant standard, the teacher is predominantly assessed as outstanding</p> <p><b>Embedded skills, knowledge and practice have become enhanced</b></p>

## **Self-assessment**

Teachers are strongly encouraged to continually self-assess themselves against the Teachers' Standards and to bring the outcomes of their own self-assessment to their performance management meetings. This document is equally for use by reviewees in preparation for their performance management meetings as it is for reviewers.

Performance management is intended to be a two-way supportive and developmental process designed to ensure that all teachers have the skills and support to carry out their role effectively. It is intended to help ensure that all teachers are able to continue to improve their professional practice and to develop as teachers. It is important to also recognise that performance management is set within the context of the school's improvement plan.

This document contains the standards for teaching, as well as additional standards that may or may not be relevant to a Teacher's role. Teachers who are on M4, M5 and M6, should also pay due regard to the threshold standards in the event that they decide to apply for the Upper Pay Spine, as assessment will be based on the two performance reviews preceding their application. Where there is a correlation between the Teachers' Standards and Threshold Standards, these have been highlighted on the assessment form, as evidence gathered in relation to the Teachers' Standards may equally be used for assessment against threshold standards.

Where standards are specified for management roles (i.e. for staff in receipt of TLR payments or Assistant and Deputy Headteachers), these have been developed locally based on local requirements of these roles.

## **Values and behaviours that all teachers must demonstrate throughout their careers**

The Teachers' Standards specify that:

- Teachers make the education of their pupils their first concern
- Teachers are accountable for achieving the highest possible standards in work and conduct
- Teachers act with honesty and integrity
- Teachers have a strong subject knowledge
- Teachers keep their knowledge and skills as teachers up-to-date and are self-critical
- Teachers forge positive professional relationships
- Teachers work with parents in the best interests of their pupils

# Teacher's Standards: Standards for Teaching

Standard	
1.	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul> <p>(links to P8 on post-threshold standards)</p>
2.	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul> <p>(links to P8 on post-threshold standards)</p>
3.	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul> <p>(links to P5 on post-threshold standards)</p>
4.	<p><b>Plan and teach well-structured lessons</b></p> <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul> <p>(links to P7 on post-threshold standards)</p>

<b>Standard</b>	
5.	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational 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.</li> </ul> <p>(links to P6 on post-threshold standards)</p>
6.	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul> <p>(links to P3 and P4 on post-threshold standards)</p>
7.	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p>(links to P2 on post-threshold standards)</p>
8.	<p><b>Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul> <p>(links to P1, P9 and P10 on post-threshold standards)</p>

## Post-threshold Standards

Standard	
P1	<p>Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation</p> <p>(links to Teachers' Standard 8)</p>
P2	<p>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential</p> <p>(links to Teachers' Standard 7)</p>
P3	<p>Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications</p> <p>(links to Teachers' Standard 6)</p>
P4	<p>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs</p> <p>(links to Teachers' Standard 6)</p>
P5	<p>Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them</p> <p>(links to Teachers' Standard 3)</p>
P6	<p>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p> <p>(links to Teachers' Standard 5)</p>
P7	<p>Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge</p> <p>(links to Teachers' Standard 4)</p>
P8	<p>Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</p> <p>(links to Teachers' Standard 4)</p>
P9	<p>Promote collaboration and work effectively as a team member</p> <p>(links to Teachers' Standard 8)</p>
10	<p>Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback</p> <p>(links to Teachers' Standard 8)</p>