**POSSIBLE EVIDENCE FOR TEACHERS’ STANDARDS**

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| The following is a guide only to possible evidence which will help you meet the standards |
| **PART ONE: TEACHING** |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect. | Lesson observations indicate pupils are engaged in their learning and willing to take risks.Lesson plans and examples in portfolio of resources developed and used.Weekly review of progressInduction/Application/Consolidation reportsEvidence of understanding the importance of e-safety, course evaluation and impact.Example of completed risk assessment in practical subjects.Involvement in external visits with pupils and understanding of risk assessment procedures.Reflections on your own teaching through assignmentsTestimonials from teachers/support workers |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Lesson plans with appropriate and challenging learning objectives with subsequent evaluations.Lesson observation feedbackWeekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson plans with evaluations which incorporate differentiation, supporting pupils for whom English is an additional language, supporting those pupils’ with SEN or disability. Evidence of appropriate knowledge and understanding of pupils’ background in relation to aid impact on learning Use of pupil data to set targetsAnnotated guidance evidence of observing and understanding policies into practice, following inset or meetings.Evidence of inclusive practices and personalised learning. Lesson planning showing secure subject knowledge.Extracurricular activities that help pupils reach their full potential  |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Lesson observation feedback indicating good classroom management strategies, teacher as a role model, relationship with pupils.Evidence that the trainee knows and understands school policies/ procedures and their impacts in the classroom and around the school.Lesson observation feedback with evidence of the use of positive rewards and sanctions.Weekly review of progressInduction/Application/Consolidation reports |
| **TS2 Promote good progress and outcomes by pupils** |
| Be accountable for pupils’ attainment, progress and outcomes. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson plan shows a variety of teaching approaches to meet objectivesDifferentiation in lesson planning.Lesson planning showing secure subject knowledge and showing activities that are sequenced to meet learning objectives.Lesson observations, marking and feedback to pupils which enable pupils to reflect on own learning.Giving pupils chance to respond to feedbackEvidence of, supporting pupils to build on key concepts and processes, assessment for and of learning, assessment informing next lesson planning.Lesson evaluations and observations show next step response to pupils’ ideas, misconceptions and questions.Monitoring and marking of course work, examples of pupils’ work assessed in relation to assessment criteria Assessing prior learning.Lesson evaluations which include analysis of the progress of different ability groups within the class.Lesson evaluations/observations show learning objectives have been met.Target setting and diagnostic oral and written feedback.Record and mark books. Record of pupils’ work scrutiny. Pupils’ marked work.Evidence that pupils are able to apply new knowledge and understanding. |
| Plan teaching to build on pupils' capabilities and prior knowledge. | Lesson observations.Lesson plans with evaluationsAnnotated Units of workRelated teaching and learning activities. Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsResearch linked to practice.  |
| Guide pupils to reflect on the progress they have made and their emerging needs. | Next step targets in books and pupils’ responses to these.Self-assessment by pupils.Evidence of discussion with pupils (observations) and their progress |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Lesson observations, classroom strategies to create a secure learning environment.Weekly review of progressInduction/Application/Consolidation reportsKnowledge and understanding of some theories of learningReflections on your own teaching through assignments |
| Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Being a good role module (Induction/Application/Consolidation reports) Evidence of secure relationships with pupils.Target setting and diagnostic oral and written feedback. Lesson plans showing planned learning to promote active thinking, independent learning and for pupils to plan and manage their own learning.Pupil self-evaluation.Effective questioning Setting appropriate and challenging learning objectives. |
| **TS3 Demonstrate good subject and curriculum knowledge** |
| Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. | Weekly review of progressInduction/Application/Consolidation reportsLesson observations indicating god subject knowledge and understanding Evidence of using a variety of strategies that motivate and interest pupils and to encourage acquisition of independent learningUnderstanding KS3 and KS4 exam and NC syllabi criteria as indicated on lesson plansLesson plans to showing knowledge and understanding of the relevant Programmes of Study and Schemes of WorkEvidence of in- service training provided by subject specialists /coordinators within the school through mentoring and subject focused tutorials (links between SKE programmes and work in school)Evidence of Knowledge of the 14 – 19 curriculumEvidence of the understanding where PSHE, Citizenship fits into the curriculumIndication of progress on subject audit targets Reflections on your own teaching through assignments |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. | Reflections on your own teaching through assignments Weekly review of progressInduction/Application/Consolidation reportsLesson planningObservations which show integration of new developments/topic areasAnnotated articles from journals  |
| 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. | Lesson observations show standards of literacy in all professional activities (eg communication with parents, pupils, and pupils’ resources, board work)Evidence of teaching which challenges pupils to use higher levels of literacy in questioning or written tasksWork sampling, and marking which focuses on literacy ad enforces school policiesEvidence in lessons that trainees’ are applying the whole school literacy policy eg key words, writing frames Understanding of SSP |
| If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. | Lesson observations Professional development notes |
| If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Lesson observations Professional development notes |
| **TS4 Plan and teach well-structured lessons** |
| Impart knowledge and develop understanding through effective use of lesson time. | Weekly review of progressInduction/Application/Consolidation reportsLesson observations – subject knowledge and understanding evident in planning /teachingSecure subject knowledge, prior qualifications  |
| Promote a love of learning and children’s intellectual curiosity. | Weekly review of progressInduction/Application/Consolidation reportsLesson observation showing intrinsic passion for the subjectPositive role model e.g. learning environmentEvidence of modelling processes and demonstrating in lessons |
| Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Weekly review of progressInduction/Application/Consolidation reportsLesson plans which show homework set that is relevant and consolidates learningExamples of marked homeworkReflections on your own teaching through assignmentsHomework integrated into Schemes of Work. Participating in extra- curricular clubs, school visits, concerts |
| Reflect systematically on the effectiveness of lessons and approaches to teaching. | Lesson evaluations and evidence that lessons have been modified in the light of evaluation Weekly review of progressLesson observation feedbackEffective assessment proceduresReflections on your own teaching through assignments |
| Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Reflections on your own teaching through assignmentsWeekly review of progressInduction/Application/Consolidation reportsLinking lessons to real life contexts |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations showing use of prior data and knowledge of vulnerable groups, evidenced in planningEffective use of AfL in mark booksProfessional studies sessionsEffective use of support staff in planning and delivery (notes for support staff)Understanding and using a variety of teaching and learning strategiesDifferentiated resources for groupsReflections on your own teaching through assignments |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Knowledge of vulnerable groups shown in planningLesson observationsReflections on your own teaching through assignments Professional studies sessionsCertificate Safeguarding trainingSchool safeguarding proceduresWeekly review of progressInduction/Application/Consolidation reports |
| 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. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations showing use of prior data and knowledge of vulnerable groups, evidenced in planningEffective use of Assessment for Learning evidenced in mark books Professional studies sessionsEffective use of support staff in planning and delivery (notes for support staff)Understanding and using a variety of teaching and learning strategiesDifferentiated resources for groupsProfessional discussions with SENCO |
| 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. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations showing use of prior data, knowledge of vulnerable groups and higher ability evidenced in planningEffective use of Assessment for Learning evidenced in mark books Professional studies sessionsEffective use of support staff in planning and delivery (notes for support staff)Understanding and using a variety of teaching and learning strategiesDifferentiated resources for groupsProfessional discussions with SENCO |
| **TS6 Make accurate and productive use of assessment** |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Assignments (subject audit)Attendance at departmental moderation meetingsProfessional studies sessionsEvidence of planning for assessment in lesson plans |
| Make use of formative and summative assessment to secure pupils’ progress. | Observations of lessons showing planned formative and summative assessment linked to progressWeekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignments |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignments Evidence of pupils’ data (reading age, target grades etc.) in mark books and lesson plansLesson observationsQuality of reports and attendance at parents eveningsBook checks showing evidence of implementation of school policies and Assessment for LearningRaise online /FFT training use in schools |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignments Evidence of pupils’ data (reading age, target grades etc.) in mark books and lesson plansLesson observationsQuality of reports and attendance at parents eveningsBook checks showing evidence of implementation of school policies and Assessment for LearningStudent assessment feedback evidenced in classwork booksStudent self-assessment |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| 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. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations indicating use of appropriate school system for behaviour monitoringLesson evaluationsPupil feedback |
| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations indicating use of appropriate school system for behaviour monitoringLesson evaluationsPupil feedbackCopies of communications with parentsEvidence of use of school rewards and sanctions systems |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations indicating use of appropriate school system for behaviour monitoringLesson evaluationsPupil feedbackUse of LSA and/or TALiaising with key staff (SENCO etc.)Use of EHC’s for planningEvidence of pupil progress e.g. assessments/mark books Use of school rewardsCommunications with parents |
| Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson observations indicating use of appropriate school system for behaviour monitoringLesson evaluationsPupil feedbackWider school duties e.g. break time, lunchtime, bus dutiesEvidence of Form tutor role |
| **TS8 Fulfil wider professional responsibilities** |
| Make a positive contribution to the wider life and ethos of the school. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsEvidence of participation in extracurricular activities and educational visitsEvidence of sharing good practiceEvidence of whole school involvement e.g. development groups, staff meetings |
| Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignments Sharing resources with colleagues and developing new Schemes of Work. Lesson planning with colleagues team planning. Working with colleagues to run after school clubs , school performances Seeking advice from specific colleagues to deal with issues e.g. bullying, Notes of staff meetings, year team meetings etc.Evidence of deploying TAs to enhance learning opportunities, notes for support staffEvidence that recognises the contribution of key agencies in supporting learning e.g. Traveller Education Service, Educ. Psychologists, EWO, SENCO, EMASEvidence of how to support children in public careEvaluations of training, notes from meetings noting collaboration and co-operation, mentor session records |
| Deploy support staff effectively. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLesson plans and observations of the work of support staff in the classroom to support teaching and learning, notes for support staff (e.g. TAs, technicians, admin staff) |
| Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignments (especially critical reflection for DMS1130/1230)Lesson self-evaluations.Completion of SMART target setting from reportsObservations of other teachers that impact on your own teaching Evidence of the trainee’s ability to be reflective in evaluating their own needs for developmentCompleted subject auditCompletion of end of programme summative reports relating to ongoing and relevant targets |
| Communicate effectively with parents with regard to pupils’ achievements and well-being. | Weekly review of progressInduction/Application/Consolidation reportsReflections on your own teaching through assignmentsLiaison with parents e.g. parents evenings with reports and records of parent consultations. Communications with parents both written and records of oral communicationEvidence of contribution to report writing |

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| **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. |
| 1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
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| Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position | Working with the school’s equality policy and proceduresTestimonialsLesson observationsOut of class activitiesEvaluations of training in safeguardingWeekly review of progressInduction/Application/Consolidation reports |
| 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. |
| 1. **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.**
 | Working with the school’s equality policy and proceduresTestimonialsLesson observationsOut of class activitiesEvaluations of training in safeguardingWeekly review of progressInduction/Application/Consolidation reports |
| 1. **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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