**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 progress  Induction/Application/Consolidation reports  Evidence 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 assignments  Testimonials 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 feedback  Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson 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 targets  Annotated 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 progress  Induction/Application/Consolidation reports |
| **TS2 Promote good progress and outcomes by pupils** | |
| Be accountable for pupils’ attainment, progress and outcomes. | Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson plan shows a variety of teaching approaches to meet objectives  Differentiation 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 feedback  Evidence 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 evaluations  Annotated Units of work  Related teaching and learning activities. Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Research 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 progress  Induction/Application/Consolidation reports  Knowledge and understanding of some theories of learning  Reflections 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 progress  Induction/Application/Consolidation reports  Lesson 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 learning  Understanding KS3 and KS4 exam and NC syllabi criteria as indicated on lesson plans  Lesson plans to showing knowledge and understanding of the relevant Programmes of Study and Schemes of Work  Evidence 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 curriculum  Evidence of the understanding where PSHE, Citizenship fits into the curriculum  Indication 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 progress  Induction/Application/Consolidation reports  Lesson planning  Observations which show integration of new developments/topic areas  Annotated 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 tasks  Work sampling, and marking which focuses on literacy ad enforces school policies  Evidence 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 progress  Induction/Application/Consolidation reports  Lesson observations – subject knowledge and understanding evident in planning /teaching  Secure subject knowledge, prior qualifications |
| Promote a love of learning and children’s intellectual curiosity. | Weekly review of progress  Induction/Application/Consolidation reports  Lesson observation showing intrinsic passion for the subject  Positive role model e.g. learning environment  Evidence 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 progress  Induction/Application/Consolidation reports  Lesson plans which show homework set that is relevant and consolidates learning  Examples of marked homework  Reflections on your own teaching through assignments  Homework 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 progress  Lesson observation feedback  Effective assessment procedures  Reflections 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 assignments  Weekly review of progress  Induction/Application/Consolidation reports  Linking 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations showing use of prior data and knowledge of vulnerable groups, evidenced in planning  Effective use of AfL in mark books  Professional studies sessions  Effective use of support staff in planning and delivery (notes for support staff)  Understanding and using a variety of teaching and learning strategies  Differentiated resources for groups  Reflections 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 planning  Lesson observations  Reflections on your own teaching through assignments  Professional studies sessions  Certificate Safeguarding training  School safeguarding procedures  Weekly review of progress  Induction/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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations showing use of prior data and knowledge of vulnerable groups, evidenced in planning  Effective use of Assessment for Learning evidenced in mark books  Professional studies sessions  Effective use of support staff in planning and delivery (notes for support staff)  Understanding and using a variety of teaching and learning strategies  Differentiated resources for groups  Professional 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations showing use of prior data, knowledge of vulnerable groups and higher ability evidenced in planning  Effective use of Assessment for Learning evidenced in mark books  Professional studies sessions  Effective use of support staff in planning and delivery (notes for support staff)  Understanding and using a variety of teaching and learning strategies  Differentiated resources for groups  Professional 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 meetings  Professional studies sessions  Evidence 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 progress  Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons. | Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments Evidence of pupils’ data (reading age, target grades etc.) in mark books and lesson plans  Lesson observations  Quality of reports and attendance at parents evenings  Book checks showing evidence of implementation of school policies and Assessment for Learning  Raise 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments Evidence of pupils’ data (reading age, target grades etc.) in mark books and lesson plans  Lesson observations  Quality of reports and attendance at parents evenings  Book checks showing evidence of implementation of school policies and Assessment for Learning  Student assessment feedback evidenced in classwork books  Student 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations indicating use of appropriate school system for behaviour monitoring  Lesson evaluations  Pupil 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations indicating use of appropriate school system for behaviour monitoring  Lesson evaluations  Pupil feedback  Copies of communications with parents  Evidence 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations indicating use of appropriate school system for behaviour monitoring  Lesson evaluations  Pupil feedback  Use of LSA and/or TA  Liaising with key staff (SENCO etc.)  Use of EHC’s for planning  Evidence of pupil progress e.g. assessments/mark books  Use of school rewards  Communications with parents |
| Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary. | Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson observations indicating use of appropriate school system for behaviour monitoring  Lesson evaluations  Pupil feedback  Wider school duties e.g. break time, lunchtime, bus duties  Evidence 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Evidence of participation in extracurricular activities and educational visits  Evidence of sharing good practice  Evidence 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 progress  Induction/Application/Consolidation reports  Reflections 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 staff  Evidence that recognises the contribution of key agencies in supporting learning e.g. Traveller Education Service, Educ. Psychologists, EWO, SENCO, EMAS  Evidence of how to support children in public care  Evaluations of training, notes from meetings noting collaboration and co-operation, mentor session records |
| Deploy support staff effectively. | Weekly review of progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Lesson 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments (especially critical reflection for DMS1130/1230)  Lesson self-evaluations.  Completion of SMART target setting from reports  Observations of other teachers that impact on your own teaching  Evidence of the trainee’s ability to be reflective in evaluating their own needs for development  Completed subject audit  Completion 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 progress  Induction/Application/Consolidation reports  Reflections on your own teaching through assignments  Liaison with parents e.g. parents evenings with reports and records of parent consultations. Communications with parents both written and records of oral communication  Evidence 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:** | |
| 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 procedures  Testimonials  Lesson observations  Out of class activities  Evaluations of training in safeguarding  Weekly review of progress  Induction/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 procedures  Testimonials  Lesson observations  Out of class activities  Evaluations of training in safeguarding  Weekly review of progress  Induction/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.** |