

Evidence for Teachers Standards - Guidance

An example list of suitable evidence against the Teachers' Standards (2012)

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

a) Establish a safe and stimulating environment for pupils, rooted in mutual respect

- Safeguarding practice matches policy
- Class environment – how does environment support and extend learning?
- Attendance and punctuality; bullying log/ behaviour log
- Opportunities for learning outside school day; completion of homework
- Pupil behaviour in lessons: behaviour systems promoting learning, e.g. peer feedback
- Possible rewards and sanctions (including celebration assemblies, class assemblies)
- Relaxed atmosphere within class – pupil talk; confidence to speak and discuss; respect for opinions
- Lesson observation and learning walks; portfolio of (stimulating) displays & learning walls (which represent minorities e.g. disabled, ethnic groups, etc.)
- Student voice – especially look for stimulating environment & high expectations; impact of peer mediators and peer coaching; pupil questionnaire
- Cross-phase/ mixing year groups
- Use of external agencies
- Induction systems at start and middle of the year
- Ability to work with parents/carers to establish positive behaviour

b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Children know targets and how to get them; next steps marking; AfL embedded
- Attainment and wellbeing targets; end of term/ project/ year targets; support and intervention to meet targets
- Celebration of targets achieved? Effective mentoring in place
- Student voice - are targets challenging? Evidence of class code of conduct
- IEPs show clear steps to goals & regular review
- Effective tracking/ analysis of data to close the gaps
- Quality lesson planning (which shows clear and appropriate differentiation); seating plans/groupings
- Awareness of vulnerable children/groups – effective interventions
- Pupil progress meetings; evidence showing understanding/impact of vulnerable children's needs; APP up-to-date; teacher tracking data with interventions
- Lesson observation comments/ feedback form
- Ethnic Minority Achievement Plan; Celebration of other backgrounds/cultures
- Good use of resources and support staff
- Target walls differentiated to ensure personal success

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c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

- Lesson observations and learning walks show consistency of practice
- Teachers model behaviour, respect, politeness expected in and outside class to other colleagues and visitors, not just children
- Regular feedback to pupils
- Follow school's behaviour code consistently, including sanctions, rewards, code in & out of classroom; display work
- Vision & values of school demonstrated;
- Home/School agreement; Class charter/rules
- Behaviour around school – transition times, playground, time keeping
- Feedback from outside agencies and community, e.g. trips out, visitors' book, parents' feedback
- Pupil conferencing/ voice; School Council
- Being interested in, and committed to, each child as an individual

2. Promote good progress and outcomes by pupils

a) Be accountable for pupils' attainment, progress and outcomes

- PM reviews
- Pupil progress meetings – including teachers' own analysis of data, impact & progress of vulnerable groups
- Intervention & impact – evidence of interventions in place *Even if outcomes or progress is limited, is there evidence of actions?*
- APP & teachers' records
- Exam and test outcomes
- Lesson observation formative feedback and post-observation
- Learners' views, pupil conferencing & knowledge of targets
- Parents'/ carers' views – evidence of meetings
- IEP reviews, Personal Support Plans
- Progress against targets - teacher tracking
- Students responses to written feedback
- Teachers' data packs
- Case studies for individual pupils or groups
- Book scrutiny; marking in books & indicating next steps
- Planning scrutiny - planning that reflects gaps analysis/data interpretation
- Learning journals, class scrapbook
- EYFS profile data
- External input – SIA observations, etc.
- "Sign off day" – teacher giving evidence to next year's teacher
- Pupil voice: 'I have met my target'

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b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- Annotated lesson plans (including differentiation)
- AfL strategies
- Seating and group plans – identification of vulnerable children
- Impact of intervention
- Use of assessment to inform planning; SIMS assessment data sheets (Assessment Manager)
- IEPs; Individual pupil targets (data); annotated individual pupil tracking sheets
- Entry & Exit cards
- Observations
- Understanding of tracking documents/ systems in school & demonstration of using them
- Key questions identified in planning
- APP sheets/ Planning linked to APP
- e-books
- EYFS profile
- Baseline assessments
- Learning logs/ Learning walks
- Use of school pastoral systems, e.g. attendance
- Transition information
- Parents, including home visits
- Other professionals who are involved, e.g. speech therapists, etc.
- Discussion with students/pupils – students planning?
- Work scrutiny; Quality of marking in books
- 'Vulnerability register' – records barriers to learning – staff take responsibility
- CAF tracker

c) Guide pupils to reflect on the progress they have made and their emerging needs

- Lesson observations
- Student voice (process – not one-off conversation)
- Peer evaluation; AfL
- IEP reviews
- Response to marking and feedback
- Class environment promoting space for reflection
- Journals and diaries
- Thinking Trees; Learning Walls
- Pupil awareness of development target
- Marking to success criteria; Pupils select own success criteria
- Target setting
- Pupil progress reviews
- Child observations

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d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

- Lesson planning – for EAL, SEN, VAK learners
- Student voice
- Lesson study
- CPD/ staff training (and evidence of CPD in appropriate areas)
- Varied and creative teaching styles e.g. paired work, team teaching (not single approach all lesson)
- Evidence of adapting lesson in response to pupils' needs through lesson observations/ learning walks
- Evidence of independent learning tailored to pupils' preferred learning style e.g. Gardner's 7 intelligences
- Good balance of teacher talk & independent work
- Feedback from, or providing for, lesson observations
- Observations for learning diaries (EYFS)
- Curriculum planning/skills progression

3. Demonstrate good subject and curriculum knowledge

a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- Planning showing progression from before and onwards
- Lesson observations show differentiation & appropriate challenge, questioning
- Marking & feedback, Assessment
- Target setting
- Pupil conferencing
- Work scrutiny
- CPD – engagement in INSET, staff meetings, courses, school networks
- Leading subject (INSET, staff meeting, subject leader file)
- Support/ liaise with colleagues
- Classroom environment
- Focus weeks, clubs
- Creativity outside classroom
- Communication with parents
- Modelling interests, identifying & signposting to further activities

b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Attendance of/ contribution / role modelling acquisition of new understanding in staff meetings, INSET, other CPD
- Policy and planning review and scrutiny
- Impact on learning – outcome of learning – progress/books
- Relevant pedagogy – TES articles, own research etc
- CPD records
- Lesson observations/ Observations from learning walks
- Pupil and parent voice/ pupil attitudes/ pupil progress

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c) 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

- Speaking & listening of children
- Modelling of spoken and written English in all lessons regardless of subject
- SATs results, optional SATs Y3 - Y5
- Lesson observations – focus on literacy promotion, provision and standards accepted
- Planning shows development of literacy as well as subject specific
- Classroom environment shows accurate promotion of literacy key skills and reading
- Drop-in sessions
- Planning (target) to include building literacy skills
- Learning walks
- Work sampling and marking in (joined) legible script and enabling development of literacy skills, speaking and listening e.g. Talk for Writing
- Assemblies
- Articulate written and verbal communication (with parents and children)

d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- Teaching at dedicated time EYFS/ KS1/ KS2
- Plans, including Letters & Sounds or other scheme and guided reading show accurate, regular and prompt planning of groups, interventions and regular assessment
- Good use of TA's who have good knowledge effectively displayed
- Hearing children read, picking up errors
- Teacher pronounces appropriate phonemes
- Literacy leader monitoring
- Outcomes of formal assessment
- Lesson observations
- CPD
- Phonics plans and rich classroom environment
- Work scrutiny
- Analysis of data
- KS2 – 4 teachers with children with SEN in reading are aware of next steps and proactive in promoting reading and supporting phonic development

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e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

- Planning
- Work scrutiny shows school policy for developing strategies is applied consistency e.g. use of correct graphing skills in Maths, Science, Humanities, PE etc
- Good use of TA's
- School policy outlining strategies, adherence to calculation policy
- Lesson observations
- CPD
- Work scrutiny
- Analysis of data
- KS2 – 4 teachers with children with SEN in maths are aware of next steps and proactive in promoting calculation, data handling and using and applying mathematics

4. Plan and teach well-structured lessons

a) Impart knowledge and develop understanding through effective use of lesson time

- Planning
- Timekeeping/ timetabling
- Pupil conferencing
- Lesson observations (show high level of productivity & engagement)
- Lesson plans (which reflect progression); well-planned/ thought through questioning
- Use of TAs for effective learning
- Work scrutiny – productivity

b) Promote a love of learning and children's intellectual curiosity

- Learning environment; encouraging children's questions/ ideas and opportunities for deep questioning and curiosity to be aroused
- Evidence that children's ideas have fed into topics
- Promotion of love of books/reading
- Student voice/ feedback
- Lesson observations and learning walks – staff enthusiasm
- Engagement in wider activities, e.g. World Book Day
- Enrichment opportunities – visitors
- Pupil conferencing – evaluation
- Parental responses
- Positive behaviour observed

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c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- Lesson plans; displays
- Appropriate and motivating homework; homework record;
- Annual parental survey of home learning
- Scrutiny of appropriateness and motivation of work set
- Marking/ feedback
- Student voice, feedback from parents, homework dairies
- Stimulating homework challenges
- Visits/visitors used to enhance learning; school trips & associated work

d) Reflect systematically on the effectiveness of lessons and approaches to teaching

- Lesson objectives with measurable outcomes to gauge progress
- Progress made between lesson observations (teacher progress) & response to targets
- Completion of peer observations
- Contribution/participation in CPD activity to improve teaching
- Annotated planning
- Lesson observations & evaluations/ lesson study
- Minutes of KS meetings
- CPD and impact in classes

e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

- Adapt/ develop SoW/ discussion with governors
- Participation in enrichment activity linked to subject e.g. running visit/ trip/ CPD event
- Review of resources, e.g. text books, CD Roms, online materials
- Planning and scrutiny – curriculum areas; learning arc; pupil voice

5. Adapt teaching to respond to the strengths and needs of all pupils

a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- Planning
- Children's work, provision of resources
- Pupil progress meetings
- Decision making processes with support staff, deployment of additional adults
- Appropriate learning outcomes
- Use of Bloom's Taxonomy/ thinking skills
- Lesson observations, assessment records. All make progress over time
- Differentiated questioning informed by data
- Seating plans; appropriate groupings, provision maps, IEPs
- Student voice and pupil conferencing

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b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Planning /differentiation – shows understanding of child development
- Children's work
- Pupil progress meetings and conferencing
- Resources
- Learning styles
- Observations
- Use of Pupil Profile SEN information + strategies
- Use of opportunities to promote Literacy, Numeracy, ICT
- Appropriate use of TAs, provision maps, decisions with support staff
- Diary notes of meetings with SENCo
- Training records
- Use of referral to internal and external agencies
- Knowledge of and application of up to date teaching pedagogies

c) 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

- Application of appropriate strategies
- Training records – ability to articulate why children need a particular type of approach
- Lesson plans show understanding of next steps based on children's needs
- Meetings with SENCo, IEP, pupil progress meetings all show personalisation

d) 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

- Lesson plans show explicit differentiation
- In observation, resources created show awareness of need for differentiation, delivery is inclusive
- Written feedback and pupil/ parent meetings show understanding of different needs
- Appropriate methods of assessment and next steps
- G&T opportunities promoted throughout

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6. Make accurate and productive use of assessment

a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- Accurate use of assessment to identify gaps and plan next steps
- Moderation (external, internal and across schools/ departments)
- Monitoring cycle
- Lesson observation (and feedback)
- Contributions in staff meetings, training records show outcomes of training
- Work sampling
- Outcomes of moderation and pupil progress meetings– APP, levelling etc.
- Admin of EYFS profile/ KS1/ KS2 SATs
- Pupil conferencing, personalised questioning
- Pupil progress meetings
- Statutory assessment carried out correctly

b) Make use of formative and summative assessment to secure pupils' progress

- Planning reflects assessment outcomes
- Data
- Book scrutiny and quality of marking – Next steps
- Interventions including more able and other vulnerable groups
- Deployment of other adults
- Pupil progress meetings
- Using APP or other materials to do gaps analysis
- Curricular target setting
- Planning of Guided Groups
- Using information from previous/ other current teachers to inform planning

c) Use relevant data to monitor progress, set targets, and plan subsequent lessons

- Pupil progress meetings influence future planning
- Learning environment
- Pupil voice
- Book scrutiny
- Knowledge of Raise online/ Profile/ School data
- Pupil conferencing/ voice – enabling relevant planning of interest
- Planning – medium/short term
- Lesson observation

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d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

- Books/ Work scrutiny
- Lesson observations
- Pupil conferences, tutor group time
- Pupil questionnaires
- Children can articulate targets

7. Manage behaviour effectively to ensure a good & safe learning environment

a) 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

- Observation(s) of pupil behaviour
- Pupil conferencing / discussions with pupils
- Exclusion rates; behaviour log
- Lesson observations
- Clear, visible classroom rules; evidence of class agreement on rules; rewards/consequences boards
- Teacher engaging with students in and out of classroom time

b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- Behaviour management display (photographs)
- Evidence of positive behaviour management/ school rewards
- Pupil voice; happiness survey
- Classroom observations
- Certificate home log; SIMS log
- Staffroom discussions; discussions with pupils (reflective entries/evaluations)
- Teacher behaviour – modelling to pupils
- Teachers' communication with pupils, colleagues and all in school
- Detentions/ exclusions
- Adhering to school policy/ethos; school policies & 'non-negotiables' are actioned consistently
- Follow up of behaviour outside of class

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c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- Lesson observations and drop in
- IEPs; pupil voice; parent voice
- Quality of work in books; differentiated tasks
- Classroom environment and displays; layout of classroom; seating plans
- Feedback from supply teacher
- Conflict resolution techniques
- Different learning styles in planning
- Deployment of other adults; support staff; use of resources

d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Record keeping by teacher – behaviour
- Lesson observations
- Adherence to school behaviour policy
- Informal mentoring; pupil voice
- Behaviour logs – teachers following through
- Staff modelling appropriate behaviour and actively promote good behaviour, build relationships and respect
- Consistency when dealing with poor behaviour
- Peer mentoring
- Restorative justice meeting

8. Fulfil wider professional responsibilities

a) Make a positive contribution to the wider life and ethos of the school

- Supporting school at New Parents Evenings, etc.
- Leading staff training sessions
- Peer mentoring/coaching
- Developing and contributing to development of SoW, policies
- Engaging in enrichment activities – planning/leading/organising – to include after-school activities, residentials, whole school events, home/school events, clubs, fairs, community and charity events
- Developing a whole school area – allotment, etc.
- Mentoring trainees
- Involvement with governors; PTA
- Being a team player and taking ownership of the environment you 'live in'

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b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- Changing practice in light of feedback from lesson observations
- Taking responsibility for own and group CPD
- Being prepared to participate in trials, new pedagogies e.g. team teaching/lesson study, etc.
- Playing active part in staff meetings/ INSET
- Coaching & peer mentoring
- Team meetings/ focus sessions
- Multi-agency working
- Lesson study
- Seeking support when appropriate
- Performance management
- Email messages (tone...)
- Evidence of team leadership/ collaborative work on specific projects
- "Walking the walk"
- Maintaining confidentiality in and out of school

c) Deploy support staff effectively

- Lesson observations
- IEP/ Intervention
- Feedback from TAs/support staff (either lesson based or in support staff meeting)
- Pupil progress/ assessment
- Planning evidence and book scrutiny
- Team meetings
- Engagement in planning
- 360° review
- Comments on school review documentation
- Support staff appraisals
- CPD – requesting, attending, leading; ensuring support staff have appropriate CPD and resources to deliver learning effectively
- Supervision meetings

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d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- Acting on feedback – what's changed? (Reflective entry)
- Subject leadership/ staff CPD
- Regular reflection on practice e.g. journal, further professional study, leading a staff group, disseminating new learning to colleagues
- Peer observation and mentoring
- Showing and sharing good practice
- Cross-phase and cross-school moderation
- PM reviews – mid and end of year; contributing own targets for development
- Lesson observations
- Requesting CPD
- Being thoroughly up to date with pedagogy and practice
- Understanding and working to maintain and improve on the professional responsibilities and progression in these standards

e) Communicate effectively with parents with regard to pupils' achievements and well-being

- Reporting
- Parents evenings/ days
- Parent feedback/ parents' meetings/ 1:1 conversations with parents
- Parent voice
- Open-door sessions
- Following up actions/ concerns, giving hard messages, celebrating successes etc.
- Home/School liaison – diaries, etc.
- Written reports including all SEN documentation, as required
- Newsletters
- Giving letters and information out on time – team approach
- Responsibility for contacting parents outside of timetabled parents' meetings

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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.

a) 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**
 - **showing tolerance of and respect for the rights of others**
 - **not undermining fundamental British values, including**
 - **democracy, the rule of law, individual liberty & mutual respect, tolerance of those with different faiths & beliefs**
 - **ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law**
 - **having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions**
- Observation - clear link between vision, ethos, policy & practice with class and across school
 - Consistency – above evidenced through all professional activity in school and

b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

- teacher conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times
- teacher is on time for all beginnings and ends of days, meetings, lessons
- school/ colleagues always informed of and reasons for any non-attendance in the school day or other professional meetings and responsibilities in line with policy
- language and dress are highly professional and in line with school policy
- apply school policies at all times, e.g. health and safety, risk assessments before trips; homework etc