

### Teachers' National Standards – Job Description

#### 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 that set the required standard for conduct throughout a teacher's career:

- 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
  - Having regard for the need to safeguard pupils' wellbeing, 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

<b>National standard</b>	<i>This column describes a teacher who is at the emerging stage of their career and is developing skills, confidence and capabilities in line with school policies and expectations.</i>	<i>This column describes a teacher who securely meets, and often exceeds, the standards and consistently abides by school policies and expectations, often contributing to them.</i>	<i>This column describes a highly skilled teacher who exceeds all of the standards, is a role model to others in the development of school policies and expectations and actively supports others within or between schools.</i>
	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>

	<b>(M1-3)</b>	<b>(M4-6)</b>	<b>(UPR1-3)</b>
<b>1.</b> <b>Sets high expectations that inspire, motivate and challenge pupils</b>	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect	Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the wellbeing of children and young people
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	All pupils are well-motivated and extend their understanding through appropriate teacher expectations	The knowledge and skills of all pupils are extended by high teacher expectations, so the vast majority make exceptional progress
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils.	Teacher provides a strong role model for teaching and learning	Teacher provides an exceptional and unwavering role model for teaching and learning

	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>	<b>Evidence bank</b>
<b>2.</b> <b>Promotes good progress and outcomes by pupils</b>	Is accountable for pupils' attainment, progress and outcomes	Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	Teaching skills lead to excellent results and outcomes that can provide a role model for others	
	Plans teaching to build on pupils' capabilities and prior knowledge	Plans teaching to build on pupils' capabilities and prior knowledge and adapts accordingly	Planning is a model for others in raising of pupil standards	
	Guides pupils to reflect on the progress they have made and their emerging needs	Creative and innovative models of pupil reflection are used	Provides model for guiding pupils to reflect on the progress they have made and their emerging needs	
	Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching	Pupils' enthusiasm for learning is fostered by effective and inclusive teaching strategies	Pupils' enthusiasm and depth of learning is fostered by well-paced and highly effective inclusive teaching strategies	

	Encourages pupils to take a responsible and conscientious attitude to their own work and study	All pupils take a responsible and conscientious attitude to their own learning	Demonstrates excellent and innovative pedagogical practice that inspires pupil independence	
	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>	<b>Evidence bank</b>
<b>3. Demonstrates good subject and curriculum knowledge</b>	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	All pupils are enthused and challenged by teachers' strong subject knowledge across the curriculum contributing to their good progress	Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise and variety of methods	
	Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	Has a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses with them	Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas	
	Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Pupils have good opportunities to develop and use their skills in reading, writing, communication and/or mathematics	Pupils have excellent opportunities to develop and use effective skills in reading, writing, communication and/or mathematics	
	If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	Has a clear understanding of systematic synthetic phonics	Has an excellent understanding of systematic synthetic phonics	
	If teaching early	Has a clear understanding of	Has an excellent	

	mathematics, demonstrates a clear understanding of appropriate teaching strategies.	appropriate teaching strategies	understanding of appropriate teaching strategies	
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	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>	<b>Evidence bank</b>
<b>4. Plans and teaches well-structured lessons</b>	Imparts knowledge and develops understanding through effective use of lesson time	Excellent planning and assessment for learning procedures meets the needs of pupils and enables pupils to clearly understand how to improve	Excellent planning and assessment for learning procedures provide a role model for other teachers	
	Promotes a love of learning and stimulates children's intellectual curiosity	Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity	Passion for learning and intellectual curiosity provide a role model for others	
	Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Homework activities are well-matched to pupil needs and use innovative practice	Homework activities are very well-matched to pupil needs and provide a role model for others	
	Reflects systematically on the effectiveness of lessons and approaches to teaching	Flexible, creative and adept at designing learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs	Takes a lead in planning collaboratively with colleagues in order to promote effective practice	
	Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)	Integrates recent developments, including those relating to subject/ curriculum knowledge	Identifies and explores links within and between subjects/curriculum areas in his or her planning	

	Teaching is consistently effective and only occasionally requires support or intervention	Teaching is consistently at least good and on the rare occasions it requires improvement, feedback is swiftly acted upon	Teaching is consistently at least good and often outstanding, feedback is reflected upon practice is further developed	
	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>	<b>Evidence bank</b>
<b>5. Adapts teaching to respond to the strengths and needs of all pupils</b>	Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively	Uses a range of approaches that enable pupils to be taught effectively	Can model differentiation and use of a range of approaches for others	
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Demonstrates good understanding of barriers to learning and has good pedagogical practice	Demonstrates excellent understanding of barriers to learning and has excellent pedagogical practice	
	Demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development	Demonstrates good understanding of phases and has good pedagogical practice	Demonstrates excellent and innovative pedagogical practice to support pupils' education at different stages of development	
	Has 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; and those with disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them	Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching	Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others	

	At Teachers' Standard	Accomplished	Expert	Evidence bank
<b>6.</b> <b>Makes accurate and productive use of assessment</b>	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Has advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements to coach others	
	Makes use of formative and summative assessment to secure pupils' progress	Pupils make very good use of marking and oral feedback to demonstrate good progress	Pupils make excellent use of consistent high-quality marking and oral feedback. This acts as a model for other classes	
	Uses relevant data to monitor progress, set targets, and plan subsequent lessons	Has extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subjects/curriculum areas he or she teaches, including those related to public examinations and qualifications	Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school	
	Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback	Pupil understanding is checked through good use of questioning	Pupil understanding is extended and challenged through highly effective questioning	

	At Teachers' Standard	Accomplished	Expert	Evidence bank
<b>7.</b> <b>Manages behaviour effectively to</b>	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both	Has extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour	Has a critical understanding of the most effective teaching, learning and behaviour management strategies	

<b>ensure a good and safe learning environment</b>	in classrooms and around the school, in accordance with the school's behaviour policy	management strategies		
	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Able to personalise learning and behaviour codes to provide opportunities for all learners to achieve their potential.	Demonstrates how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential	
	Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them	Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them	Models management of classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate all	
	Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	Maintains excellent relationships with pupils, exercises appropriate authority; acts decisively	Models and coaches others to exercise appropriate authority and to act decisively	

	<b>At Teachers' Standard</b>	<b>Accomplished</b>	<b>Expert</b>	<b>Evidence bank</b>
<b>8. Fulfils wider professional responsibilities</b>	Makes a positive contribution to the wider life and ethos of the school	Makes a very positive contribution to the wider life and ethos of the school	Takes a lead in the wider life and positive ethos of the school	
	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Promotes collaboration and works effectively as a team member	Contributes effectively to the work of the wider school team	
	Deploys support staff effectively	Contributes significantly to implementing workplace	Takes a leading role in developing workplace policies	

		policies and practice and to promoting collective responsibility for their implementation	and practice and in promoting collective responsibility for their implementation	
	Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning	Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues	
	Communicates effectively with parents with regard to pupils' achievements and wellbeing	Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress	Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress	