The Westgate School is a community of learners where

 partnerships inspire success for all; learning together achieving excellence

**Teachers’ Standards**

**PREAMBLE**

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

**PART ONE: TEACHING**

**A teacher must:**

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

* establish a safe and stimulating environment for pupils, rooted

 in mutual respect

* set goals that stretch and challenge pupils of all backgrounds,

 abilities and dispositions

* demonstrate consistently the positive attitudes, values and

 behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan

 teaching to build on these

* guide pupils to reflect on the progress they have made and their

 emerging needs

* demonstrate knowledge and understanding of how pupils learn and how

 this impacts on teaching

* encourage pupils to take a responsible and conscientious attitude to

 their own work and study.

**3 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

* demonstrate a critical understanding of developments in the subject

 and curriculum areas, and promote the value of scholarship

* 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

* if teaching early reading, demonstrate a clear understanding of

 systematic synthetic phonics

* if teaching early mathematics, demonstrate a clear understanding

 of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

* impart knowledge and develop understanding through effective use of

 lesson time

* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and

 extend the knowledge and understanding pupils have acquired

* reflect systematically on the effectiveness of lessons and approaches

 to teaching

* contribute to the design and provision of an engaging curriculum within

 the relevant subject area(s).

**5 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

* have a secure understanding of how a range of factors can inhibit

 pupils’ ability to learn, and how best to overcome these

* 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

* 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.

**6 Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and

 curriculum areas, including statutory assessment requirements

* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan

 subsequent lessons

* give pupils regular feedback, both orally and through accurate marking,

 and encourage pupils to respond to the feedback.

**7 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

* have high expectations of behaviour, and establish a framework for

 discipline with a range of strategies, using praise, sanctions and

 rewards consistently and fairly manage classes effectively, using

 approaches which are appropriate to pupils’ needs in order to involve and

 motivate them

* maintain good relationships with pupils, exercise appropriate authority,

 and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing

 how and when to draw on advice and specialist support

* deploy support staff effectively
* take responsibility for improving teaching through appropriate

 professional development, responding to advice and feedback

 from colleagues

* communicate effectively with parents with regard to pupils’ achievements

 and well-being.

**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.

* 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’ 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.
* 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 which set out their professional duties

 and responsibilities.

The role will also include responsibilities appropriate to MPR or UPR as directed by the Headteacher. In the case of UPR teachers, we expect a highly competent, substantial and sustained contribution to our school which can include one or more of the following - although not exclusively:

* Coaching and mentoring of teachers;
* Contributing to whole school professional learning;
* Supporting others in fulfilling their duties and whole school policies;
* Leading a team concerned with pupil progress, improvement in teaching or, engagement in learning;
* developing the curriculum and contributing to curriculum design;
* Initiating and leading intervention strategies and/or extra-curricular provision.

 **The Teachers’ Standards can be found on the GOV.UK website:** [**https://www.gov.uk/government/publications/teachers-standards**](https://www.gov.uk/government/publications/teachers-standards)