**Teaching Competence Framework for Mainscale/UPS teaching posts**

**Teaching competencies are the qualifications, experience, knowledge, understanding and skills that lead to successful teaching performance. The competencies are based upon the Teachers’ Standards in England (September 2012). For each competency (with the exception of competencies 1 and 2) there is a description of the minimum level of practice expected of teachers**

1. **UK QTS**

1. **Experience of teaching English at KS3, KS4 and A Level English at the time of application.**
2. **Setting high expectations and ensuring good progress and outcomes for 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
   * 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

1. **Good subject and curriculum knowledge**
   * Have a secure knowledge of the relevant subject(s) and curriculumareas, 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 the 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
2. **Plan and teach well-structured lessons and make accurate assessments that inform planning and enable pupils to improve**
   * 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 the lessons and approaches to teaching
   * Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
   * 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
3. **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

**7 Effective behaviour management that ensures a good and safe learning environment and develops resilient learning behaviours**

* + Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classroom 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
  + Develop independent, resilient learning behaviours
    - 1. **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
  + Take an active role in boarding school life which may include tutoring, sports, clubs and activities