The Blue Tangerine Federation

SPECIALIST AND SPECIAL EDUCATIONAL NEEDS SCHOOLS

Job Descriptions, Person Specification and Standards.

Specialist Science Teacher
FHEC Hospital School

The Blue Tangerine

JOB DESCRIPTION

May 2021

FHEC Specialist Science Teacher

Job Title:	Science Teacher - Forest House Education Centre.
Reports to:	Head of School
Salary Range:	The Blue Tangerine Federation Pay Bands 1 to 9 Teacher's Pay and Conditions
Hours:	32.5hrs, 52 weeks

The Blue Tangerine Federation is a collaboration of specialist and special education schools. All three schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. Forest House Education Centre is a hospital school providing specialist education for young people with complex mental health needs and is attached to the Forest House Adolescent Unit, a Tier 4 psychiatric unit for young people aged 13-17. The schools welcome staff of a high professional calibre and shares the responsibility with each member of staff for continual review.

All post holders in the school are required to support the Executive Headteacher in the development and improvement of our school(s) by:

- Keeping children safe
- Being professional
- Comitting to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

The FHEC Teacher will teach up to 16 young people while they are hospital patients at Forest House Adolescent Unit (FHAU). For many, we 'bridge the gap' until youngsters are able to re-enter their mainstream schools or colleges. Increasingly, we also support 'NEET' young people who do not possess any educational provision within the community, seeking to re-engage them with meaningful and enriching activities both within and beyond our setting. Additionally, the Centre has a small number of non-inpatient 'day pupils', mostly Y11, for whom we are their full-time school.

Some students may only be at the Centre a matter of days; others may be with us for many months. Irrespective of their length of stay, however, the Centre aims to provide care, stimulation, continuity and structure for young people whose lives are often characterised by disorder and trauma. We do this through the provision of a core curriculum (English, maths, science) in addition to a range of enrichment subjects (art, music, drama, work-related learning, yoga, current affairs, PE) intended to build self-esteem and promote constructive interpersonal relationships, while supporting the therapeutic work being done in the adjacent hospital Unit.

The Teacher of Science will also teach outside their subject specialisms, and occasionally to higher levels (BTEC, A level or equivalent).

The teacher will also support transferred exam candidates from other schools who are inpatients on our partner hospital unit, and promote an understanding and appreciation of the sciences across the school community.

Specifically, the post of FHEC Science Teacher, will:

- Teach science – GCSE Double Award Combined Science (AQA specification)
- Teach KS3 Science: biology, chemistry and physics
- Teach curriculum subjects in addition to science
- Demonstrate flexibility and subject expertise with a desire and ability to lead on – for instance – SEND, post-16 transition, vocational education or learning beyond the classroom.
- Create bespoke or individualised learning pathways for 'hard to reach' youngsters
- Work with youngsters with mental health challenges
- Be adaptable, have a positive outlook, a 'can-do' attitude and a strong commitment to team working.
- Work in a small, dynamic team and will need to work closely with colleagues to ensure fluidity and coverage of subject areas that change with the cohort's needs.
- Support the learning and behaviours of students with abilities stretching from learning difficulties to high achieving as well as NEET students.
- Be highly organised
- Have a good level of physical fitness in order to take part fully in delivering the curriculum
- Be creative as the students often respond and engage well to someone with this side to their personality
- Be able to teach more than one curriculum subject
- Participate in patient/student reviews with school and other professionals in a mature, knowledgeable way.

- Collaborate on report writing and information sharing with professionals from the FHAU, Connexions, colleges and schools where appropriate
- Be confidential and observe all confidentiality aspects of working with students and staff
- Be effective at recording learning and write effectively in correspondence with professionals
- Implement school policies and schemes of work according to the individual needs of students, having high expectations and setting challenging targets
- Implement the curriculum in accordance with the school's philosophy and policies
- Organise personalised learning activities and experiences which are differentiated to meet the individual needs and levels of achievement of each student
- Ensure teaching programmes are supported by clear aims and objectives with appropriate links to recognised specialist approaches used within school
- Manage and promote the use of Literacy, Numeracy and ICT within your teaching
- Promote the inclusion of all students within the classroom
- Provide feedback to students and parents in line with school policy and practice
- Contribute to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, assemblies, performances and special events
- Be responsible for planning, tracking, evaluating, assessing and reporting the teaching and learning of youngsters
- Ensure in all teaching situations the collaborative nature of working between non-teaching staff, support services and parents.

Overview of the post of Teacher

Teachers are instrumental in the success of 'distributed leadership' and assist the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims. The Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

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.

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.

A Teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Ensure each pupil's EHCP (if they have one) effectively portrays the child and their needs
- Interpret data to support planning for improved pupil progress
- Keep children safe, with a thorough understanding of *Keeping Children Safe in Education* • Promote pupils' spiritual, moral, social and cultural development and good behaviour

The Teacher (The Blue Tangerine Federation Pay Band One – M1,M2,M3):

- Many – but not all – aspects of teaching are good or better
- Subject knowledge and understanding of SEN pedagogy is developing.
- There is evidence that the teacher uses outcomes from mentoring, coaching and professional development to have a positive impact on improving outcomes for pupils.
- Creates a positive learning environment by effectively leading and managing a class team, resulting in good working relationships with pupils, colleagues and parents.
- Professional practice is improved in line with advice from more experienced colleagues.
- Meets the standards for professional conduct set out in the Teachers' Standards.
- Contributes to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. subject leadership)

The Accomplished Teacher: (The Blue Tangerine Federation Pay Band Two – M4,M5,M6):

Accomplished Teachers are instrumental in the success of 'distributed leadership' and assist the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims.

The Accomplished Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

- Based on secure subject and SEN knowledge and understanding, all aspects of teaching over time are good
- There is evidence of the teacher having a significant impact on improving outcomes for pupils Employs a range of skills to develop effective relationships in class and wider school teams.
- Ensures that productive sharing of practice with colleagues, pupils and parents results in good progress for the majority of pupils.
- Takes a proactive role in identifying areas for professional development, accessing advice and training to improve practice
- Meets the standards for professional conduct set out in the Teachers' Standards
- Contributes to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. subject leadership, progress and accountability)

Overview of the post of Expert Teacher (The Blue Tangerine Federation Pay Band Three – UPS1, UPS2, UPS3)

The Expert teacher has progressed onto the Upper Pay Range (Band 3) with the additional SEN Point after successfully applying through the Threshold analysis and evaluation.

Senior teachers are instrumental in the success of 'distributed leadership' and assists the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims. The Expert Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

The Expert Teacher:

- Over time, all aspects of the Expert Teacher's teaching are at least good and much is outstanding.
- Excellent subject knowledge and expertise in SEND is effectively used to drive forward their own practice and those they work closely with.
- There is evidence of the Expert Teacher having a significant impact on improving outcomes for pupils as a result of developing provision and practice throughout the school.
- The Expert Teacher uses effective methods to help colleagues develop practice on a school-wide basis.
- Working relationships are underpinned by a commitment to leading development of practice in school, across other schools and with parents.
- The Expert Teacher takes responsibility for their own professional development and keeps up to date with developments in education. Proactively supports the development of others, leading to improved outcomes for pupils.
- The Expert Teacher meets the standards for professional conduct set out in the Teachers' Standards

- Identifies changes to the pupil's SEND as the pupil ages.
- Contributes to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. leading on areas of assessment, school council across the federation, improvement in teaching, learning and research, SEND specific trails and implementation; having accountability)
- Expert teachers make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes
- Expert teachers are reflective, innovative and outward looking. This includes research and published reports to inform planning. Expert teachers are responsive to curriculum developments and actively seek partnership work with other schools, building on national and local examples of best practice
- Expert teachers contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Expert teachers can evidence how they make a significant contribution to the wider life and ethos of the school by using educational and pastoral opportunities through assemblies, tutor time and class teaching effectively to maximise respect for cultural diversity, create positive ethos and to secure high levels of care. They work closely with team members and facilitate opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them in the context of performance management. Expert teachers recognise successful completion of significant pieces of work or work activities by team members and I use praise effectively, where due, as a motivational tool. Identifying and constructively sharing information on opportunities for improvement in team practice
- Performance management records show Expert teachers make a significant contribution to the school's overall capacity to improve

UPR (Level 7 Pay) Expert Teacher:

- Annual appraisal review - can be assessed against higher level criteria (UPR pay Level 8) after two successful appraisals
- To consistently be a good or better classroom practitioner
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is consistently good in all respects.
- To provide advice and guidance to colleagues on teaching and learning and care guidance and support
- To co-lead an aspect of work with impactful results across the school/federation of schools
- To proactively seek opportunities for improvement, in own practice investigate, research and disseminate good practice
- To support colleagues in improvement in their practice
- To contribute to the life of the school and to foster collegiate school activity
- To take a lead in a school improvement initiative
- To promote the School in a positive light with all its stakeholders

UPR (Level 8 Pay) Expert Teacher:

- Annual appraisal review - can be assessed against higher level criteria (UPR Pay level 9) after two successful appraisals
- To be an outstanding practitioner the majority of time
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in many respects
- To provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support
- To lead an aspect of work with impactful results across the school
- To proactively investigate, research and collaboratively disseminate good practice
- To proactively seek opportunities for improvement, whether in own or others' practice
- To play an active role in the life of the school and to foster collegiate school activity
- To play a significant role in school improvement initiatives
- To work consistently to promote the School in a positive light with all its stakeholders

UPR (Level 9 Pay) Expert Teacher:

- To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in most respects
- To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues
- To lead an aspect of work with impactful results across the Federation of schools
- To lead in the proactive investigation, research and dissemination of good practice
- To act as a respected source of guidance on how to embed improvements in own or others' practice
- To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
- To make a major contribution to the strategic development of school improvement
- To act as an ambassador for the School in its relations with all its stakeholders as required

Managing and Developing Staff and Other Adults

- Help to implement and sustain effective systems for the management of Performance Appraisal
- Motivate and help to enable all staff to carry out their respective roles to the highest standards
- Ensure that constructive working relationships are formed between staff and pupils
- Contribute to the professional development of staff through example, induction, mentoring and in service training (departmental and whole school)

General

- Be able to articulate the ethos and have a good understanding of how it's values can and should affect desired behaviours
- Actively demonstrate commitment to own continuous professional development and knowledge of 'best practice'

Health & Safety

- Enable regular consultation with people on health and safety issues affecting pupils and staff as a result of pastoral/ safeguarding issues
- Ensure systems are in place to enable the identification of hazards and risk assessments

People and Relationships

- To allocate and monitor the progress of work in all areas of responsibility
- To develop effective relationships with colleagues and all stakeholders
- To manage the professional development of staff through performance appraisal and training
- To build and develop effective teams to meet the needs and objectives of the school
- To promote collaboration and develop effective partnerships within the wider community

Managing Own Performance and Development

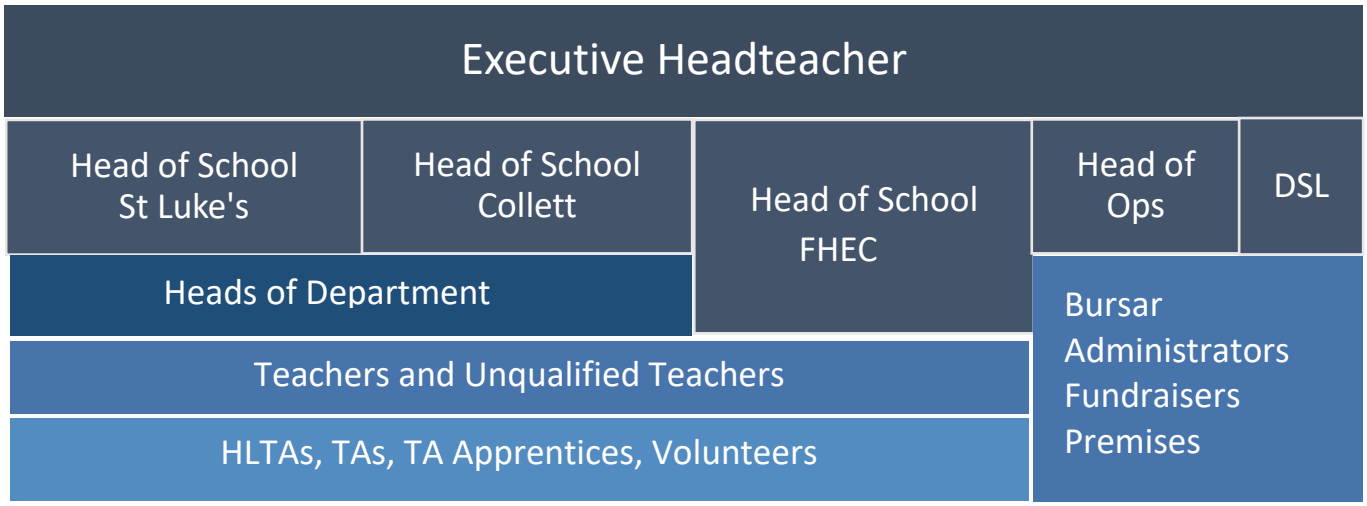
- Demonstrate resilience
- Abide by the school's Code of Conduct
- Take responsibility for your own professional development
- Develop and use IT proficiently
- Prioritise and manage your own time effectively
- Work calmly under pressure and to deadlines
- Sustain personal motivation and that of your colleagues
- Work collaboratively to support yourself and colleagues in achieving Performance Appraisal objectives
- Motivate and help to enable colleagues to carry out their respective roles to the highest standards
- Contribute to the professional development of staff through example, induction, mentoring and in service training

Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

DBS – Disclosure and Barring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire 'grid' for education.



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day-to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils in Stepon and within Stepup the moving and where directed, the physical restraint of pupils
- Moving and handling children and young people
- Some staff work with children requiring intimate care
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Head of School
- The postholder will line manage others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs. The job may likely involve you and/or other adults being in situations that children and young people

hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretional, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.

The Blue Tangerine

Person Specification

March 2021

Teacher (QTS Band 1)

	Essential/ Desirable person specifications:		Evidence Sought
Quals	ESSENTIAL:	English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification	Certificates at selection event
	DESIRABLE:	Masters Degree	
Training	ESSENTIAL:	Evidence of continuing professional development Evidence of training in safeguarding including child protection	Application form Selection event
	DESIRABLE:		
Experience	ESSENTIAL:	• A comittment to keeping children safe • Strong Teaching • Effective teamwork • Managing own CPD • Working to deadlines • Managing Health and Safety • Comittment to wider school events/ activities Effective timekeeping • High attendance rates	Application form Selection event
	DESIRABLE:	• Managing budgets	
Knowledge and Skills	ESSENTIAL:	• Strong literacy and numeracy skills • Computer literacy across a range of ICT packages • Able to understand national and regional educational services and deliver appropriate strategies • Understanding of educational issues • Understanding of promoting positive relationships with the wider school community • Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time • Knowledge of pedagogical issues that impact on learners and the school environment	Application form Selection event
	DESIRABLE:	• Coaching and mentoring skills • Experience of working with children with SEND	

Personal characteristics	ESSENTIAL:	• Passion for teaching • Highly developed interpersonal skills with adults and children • Resilience and a positive attitude • Willingness to constructively challenge the work of self and others to continually improve own and team performance • Enjoyment of working in a school environment • Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities • Able to hold accountability and take responsibility for self and others • Adaptability to learn new skills and respond effectively to changes imposed and created by the school • Solution focused • Understand the impact of each individual in a team • Commitment to driving up standards and self-improvement	Application form Selection event
	DESIRABLE:		

The Blue Tangerine

Person Specification

March 2021

Accomplished Teacher (QTS, Band 2)

	Essential/ Desirable person specifications:		Evidence Sought
Quals	ESSENTIAL:	English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification	Certificates at selection event
	DESIRABLE:	Masters Degree	
Training	ESSENTIAL:	Evidence of continuing professional development Evidence of training in safeguarding including child protection	Application form Selection event
	DESIRABLE:		
Experience	ESSENTIAL:	• A comittment to keeping children safe • Strong Teaching • Effective teamwork • Managing own CPD • Working to deadlines • Managing Health and Safety • Comittment to wider school events/ activities Effective timekeeping • High attendance rates	Application form Selection event
	DESIRABLE:	• Managing budgets	
Knowledge and Skills	ESSENTIAL:	• Strong literacy and numeracy skills • Computer literacy across a range of ICT packages • Able to understand national and regional educational services and deliver appropriate strategies • Understanding of educational issues • Understanding of promoting positive relationships with the wider school community • Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time • Knowledge of pedagogical issues that impact on learners and the school environment	Application form Selection event
	DESIRABLE:	• Coaching and mentoring skills • Experience of working with children with SEND	

Personal characteristics	ESSENTIAL:	• Passion for teaching • Highly developed interpersonal skills with adults and children • Resilience and a positive attitude • Willingness to constructively challenge the work of self and others to continually improve own and team performance • Enjoyment of working in a school environment • Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities • Able to hold accountability and take responsibility for self and others • Adaptability to learn new skills and respond effectively to changes imposed and created by the school • Solution focused • Understand the impact of each individual in a team • Commitment to driving up standards and self-improvement	Application form Selection event
	DESIRABLE:		

The Blue Tangerine

Person Specification

March 2021

Expert Teacher (QTS, Band 3)

	Essential/ Desirable person specifications:		Evidence Sought
Quals	ESSENTIAL:	English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification	Certificates at selection event
	DESIRABLE:	Masters Degree	
Training	ESSENTIAL:	Evidence of continuing professional development Evidence of training in safeguarding including child protection	Application form Selection event
	DESIRABLE:		
Experience	ESSENTIAL:	• A comittment to keeping children safe • Strong Teaching • Effective teamwork • Managing own CPD • Working to deadlines • Managing Health and Safety • Comittment to wider school events/ activities Effective timekeeping • High attendance rates	Application form Selection event
	DESIRABLE:	• Managing budgets	
Knowledge and Skills	ESSENTIAL:	• Strong literacy and numeracy skills • Computer literacy across a range of ICT packages • Able to understand national and regional educational services and deliver appropriate strategies • Understanding of educational issues • Understanding of promoting positive relationships with the wider school community • Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time • Knowledge of pedagogical issues that impact on learners and the school environment	Application form Selection event
	DESIRABLE:	• Coaching and mentoring skills • Experience of working with children with SEND	

Personal characteristics	ESSENTIAL:	• Highly developed interpersonal skills with adults and children • Resilience and a positive attitude • Willingness to constructively challenge the work of self and others to continually improve own and team performance • Enjoyment of working in a school environment • Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities • Able to hold accountability and take responsibility for self and others • Adaptability to learn new skills and respond effectively to changes imposed and created by the school • Solution focused • Understand the impact of each individual in a team • Commitment to driving up standards and self-improvement	Application form Selection event
	DESIRABLE:		

Job Standards:
The Blue Tangerine Federation

Teacher Standards

Page 6 of the Teachers' Standards and guidance on the standards notes that the standards should be applied appropriately, with regard to the role and context in which the teacher or trainee is practising. It explains that teachers' performance should be assessed against the standards “to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career”. The professional judgement of headteachers and appraisers is therefore central to appraisal against these standards.

On page 7, it says that teachers will be expected to increase the depth and breadth of their knowledge, skills and understanding as their careers progress.

HLTA Standards – further information:

https://webarchive.nationalarchives.gov.uk/20130323075125/https://www.education.gov.uk/publications/eOrderingDownload/hlta_guidance.pdf

Early Years Teachers Standards

Preamble:
Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct. Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of the Early Years Foundation Stage (EYFS).

Early Years Teachers act with integrity and honesty. They have strong early development knowledge, keep their knowledge and skills up-to-date and are self-critical. Early Years Teachers recognise that the Key Stage 1 and Key Stage 2 curricula follow the EYFS in a continuum. They forge positive professional relationships and work with parents and/or carers in the best interests of babies and children.

An Early Years Teacher must:

1. Set high expectations which inspire, motivate and challenge all children.

1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.

1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.

1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.

2. Promote good progress and outcomes by children.

2.1 Be accountable for children's progress, attainment and outcomes.

2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.

2.3 Know and understand attachment theories, their significance and how effectively to promote secure attachments.

2.4 Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.

2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.

2.6 Develop children's confidence, social and communication skills through group learning.

2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.

3. Demonstrate good knowledge of early learning and EYFS.

3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.

3.2 Demonstrate a clear understanding of how to widen children's experience and raise their expectations.

3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.

3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.

3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.

4. Plan education and care taking account of the needs of all children.

4.1 Observe and assess children's development and learning, using this to plan next steps.

4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.

4.3 Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.

5. Adapt education and care to respond to the strengths and needs of all children.
5.1 Have a secure understanding of how a range of factors can inhibit children's learning and development and how best to address these.
5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.
5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.
5.4 Support children through a range of transitions.
5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.

6. Make accurate and productive use of assessment.
6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).
6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.

7. Safeguard and promote the welfare of children, and provide a safe learning environment.
7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
7.2 Establish and sustain a safe environment and employ practices that promote children's health and safety.
7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

8. Fulfil wider professional responsibilities.
8.1 Promote equality of opportunity and anti-discriminatory practice.
8.2 Make a positive contribution to the wider life and ethos of the setting.
8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.
8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
8.7 Understand the importance of and contribute to multi-agency team working.

Teacher's Standards teacher self-audit tool
The Blue Tangerine Federation

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' 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 that set out their professional duties and responsibilities

Instructions: 1) Check the "At Teachers' Standard" column first and highlight all those standards that match your ability 2) Repeat the process for the "Secure" column and highlight those statements that describe you 3) Repeat the process for the "Expert" column and highlight those statements that you meet 4)Use the summary section at the end of the document to record the "best fit" of your self-audit		This column describes a teacher who securely meets, and often exceeds, the standards	This column describes a teacher who exceeds all of the standards and actively supports others within or between schools	Use this column to record the evidence for your judgement	Use this column to note actions to be taken to ensure the standard is met (or exceeded)
	At Teacher's Standard	Accomplished	Expert	Evidence bank	Action to be taken
1. Set high expectations that inspire, motivate and challenge pupils	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 well-being of children and young people		
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	All pupils are wellmotivated and extend their understanding through appropriate teacher expectations	The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress		
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils.	Provides a strong role model for teaching and learning	Provides an excellent role model for teaching and learning		

	At Teacher's Standard	Accomplished	Expert	Evidence bank	Action to be taken
2. Promote good progress and outcomes by pupils	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	Planning is a model for others in raising of pupil standards	Planning makes a distinctive contribution to the raising of pupil standards across the school		
	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		

	At Teacher's Standard	Accomplished	Expert	Evidence bank	Action to be taken
3. Demonstrate good subject and curriculum knowledge	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, contributing to their good progress	Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise		
	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 mathematics, demonstrates a clear understanding of appropriate teaching strategies.	Has a clear understanding of appropriate teaching strategies	Has an excellent understanding of appropriate teaching strategies		

	At Teacher's Standard	Accomplished	Expert	Evidence bank	Action to be taken
4. Plan and teach well-structured lessons	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 provides 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 provides 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 set 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 subjects/curriculum knowledge	Identifies and explores links within and between subjects/curriculum areas in his or her planning		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
5.	Knows when and how to differentiate appropriately, using approaches that enable	Uses a range of approaches that enable pupils to be taught effectively	Can model differentiation and use of a range of approaches for others		

Adapt teaching to respond to the strengths and needs of all pupils	pupils to be taught effectively				
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to	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 know 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 be 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 Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
6. Make accurate and productive use of assessment	Knows and understands how to assess the relevant subject and curriculum areas,	Has advanced knowledge and understanding of how to assess the relevant	Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas,		
	including statutory assessment requirements	subject and curriculum areas, including statutory assessment requirements	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 wellinformed 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 Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
7. Manage behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Has extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies	Has a critical understanding of the most effective teaching, learning and behaviour 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 and acts decisively	Models and coaches others to exercise appropriate authority and to act decisively		

	At Teacher's Standard	Secure	Expert	Evidence bank	Action to be taken
8. Fulfil wider professional responsibilities	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 policies and practice and in promoting collective responsibility for their implementation	Takes a leading role in developing workplace policies 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		

Teacher Standards Self-audit summary	Performance against this target is below expectation and requires immediate improvement. Seek advice to help resolve your concern	Performance against this target is at (or on track to reach) the expected standard	Performance against this target meets expectations and sometimes exceeds the expected standard	Performance against this target exceeds expectations (and practice is shared within and beyond the school)
Standard	**Concern**	**At Standard**	**Accomplished**	**Expert**
1 Set high expectations that inspire, motivate and challenge pupils				
2 Promote good progress and outcomes by pupil				
3 Demonstrate good subject and curriculum knowledge				
4 Plan and teach well-structured lessons				
5 Adapt teaching to respond to the strengths and needs of all pupils				
6 Make accurate and productive use of assessment				
7 Manage behaviour effectively to ensure a good and safe learning environment				
8 Fulfil wider professional responsibilities				

2020-2021 Pay Scales

Professional Area	**Relevant Standards**	**Band 1: Teacher**			**Band 2: Accomplished Teacher**			**Band 3: Expert Teacher*** *Formal application required**		
		England & Wales: £24,373 – £30,598 Fringe: £25,543 – £31,774			England & Wales: £30,599 – £35,971 Fringe: £31,775 – £37,152			England & Wales: £37,654 – £40,490 Fringe: £38,797 – £41,635		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		

Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

Hertfordshire Local Authority's expectations of standards at the different teacher pay grades.