

Teacher Standards at Inspired schools



inspired

Expectations and challenge

Inspired teachers:

- Set aspirational goals and plan for learning that inspires, motivates, stretches and challenges every student.
- Demonstrate ongoing growth mindset for the potential achievement of all students.
- Model the positive expectations, values, and behaviours expected of every student.



Responsive teaching which promotes excellent progress and outcomes

Inspired teachers:

- Plan teaching to build on students' prior capabilities and knowledge.
- Explicitly co-produce learning with the student, using metacognitive strategies.
- Teach responsively, adapting flexibly to ongoing assessment, to ensure learning is effective and challenging for all students.
- Differentiate appropriately, including for special educational needs and the most able.
- Support and scaffold collaborative learning between students.
- Embed support for second language acquisition, where appropriate, throughout all learning.
- Are accountable for their students' attainment, progress and outcomes, whether in physical, virtual or hybrid modes.



Subject and curriculum knowledge

Inspired teachers:

- Demonstrate excellent subject and curriculum knowledge that fosters and stretches student interest and progress.
- Keep their teaching and subject knowledge and skills up-to-date.
- Where appropriate, show a deep understanding of assessment criteria, exam specifications and mark schemes, to enable students to access the highest grades possible.
- Share responsibility for promoting high standards of literacy and numeracy.
- Personify and promote a love of learning and intellectual curiosity.
- Commit to their own professional development, taking advantage of the wider professional networks within the group.



Pedagogy and planning

Inspired teachers:

- Plan for and teach well structured lessons.
- Consistently use appropriate pedagogies to ensure learning is deep.
- Plan the Learning Environments with intention.
- Reflect systematically on the effectiveness of learning in their classrooms to inform future planning and pedagogy.
- Apply a deep theoretical understanding to their classroom practice, informed by latest research.
- Contribute to the design and provision of an engaging curriculum.
- Develop a curriculum pathway that builds on previous learning and anticipates the next stage.



Assessment, monitoring and interventions

Inspired teachers:

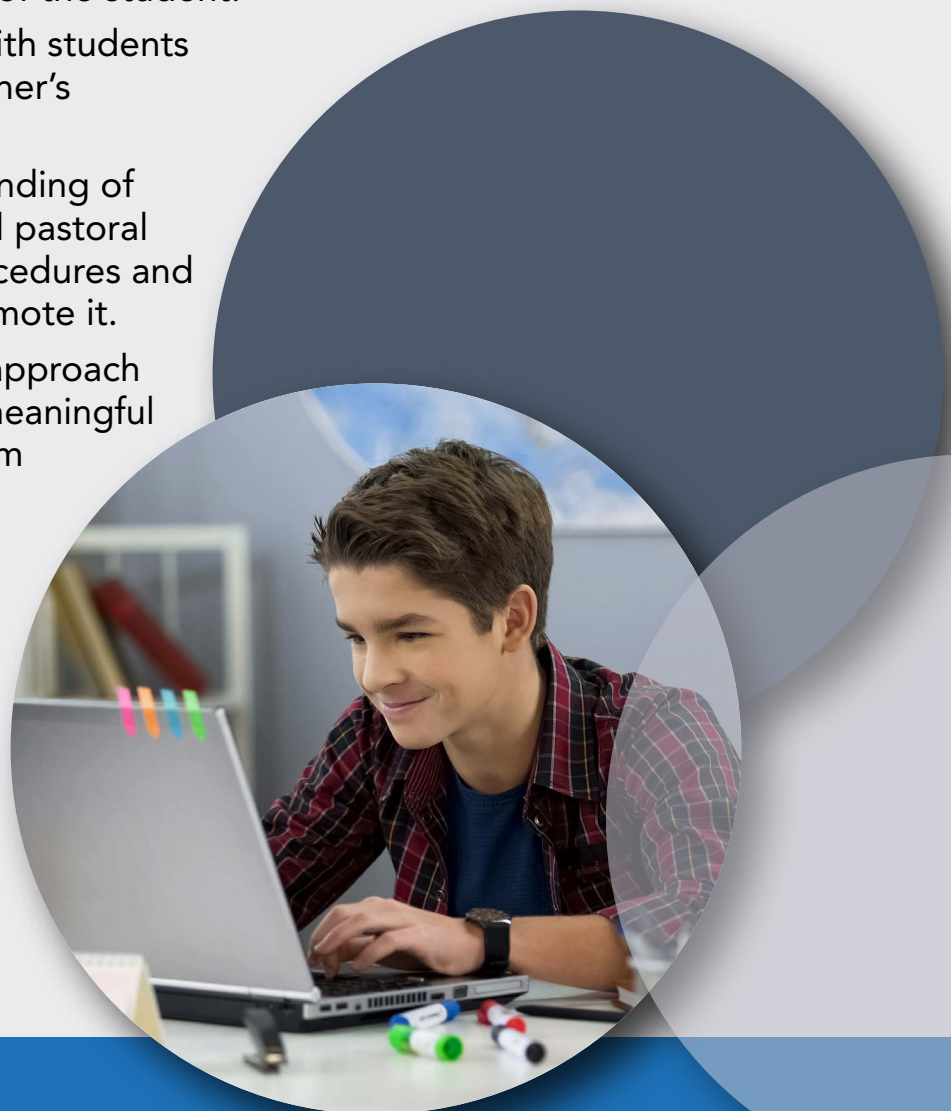
- Make accurate and productive use of summative assessment to secure student progress.
- Embed opportunities for regular formative feedback that is effective in accelerating learning.
- Ensure feedback loops are an ongoing dialogue to embed deep learning.
- Use all relevant data and tracking systems to monitor student progress, identify student underperformance and inform planning and interventions.
- Where appropriate, use documentary strategies for formative assessment that make learning processes visible.



Pastoral and classroom management

Inspired teachers:

- Consistently embed clear routines and procedures that promote and ensure respectful, safe and positive student behaviour, learning environments and relationships, in classrooms and around the school.
- Treat students with dignity, build relationships rooted in mutual respect for the rights of others and listen to the voice of the student.
- Always observe boundaries with students that are appropriate to a teacher's professional position.
- Demonstrate a clear understanding of student welfare, the individual pastoral care to achieve it and the procedures and policies to safeguard and promote it.
- Commit to Inspired's holistic approach to education, and engage in meaningful activities beyond the classroom which enhance the school's offering and support student self development and confidence.
- Promote and develop positive relationships with families for the wellbeing of the student.



Professionalism and wider responsibilities

Inspired teachers:

- Demonstrate professional regard for the ethos, policies and practices of the Inspired group and of the school in which they teach, maintaining high professional standards, including in their own attendance and punctuality.
- Maintain the highest personal standards, acting with honesty, integrity, resilience and flexibility.
- Understand and always act within the statutory frameworks which set out their professional duties and responsibilities.
- Forge positive professional relationships with colleagues.
- Make a highly positive contribution to the wider life and ethos of the school.
- Promote the reputation of the school and Inspired within the local, national and international community.

