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**Lawnswood Campus**

**MPS Teachers’, UPS Teachers’ and Teaching Assistants’ Standards**

**2020**

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| **Lawnswood Campus Values**  **Kindness, Positivity, Empathy, Honesty, Curiosity, Resilience, Commitment, Responsibility** | |
| **Teachers’ and UPS Teachers’ Standards** | |
| **Part 1: Teaching** | |
| **Teacher and Unqualified Teachers:** Teachers and unqualified teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers and unqualified teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers and unqualified teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. | **UPS Teacher:** Teachers will demonstrate these Post Threshold Standards to **drive school improvement** at a **sustained and significant level**. |
| 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. | 1. **Professional knowledge and understanding:**  * **Contribute** **significantly**, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. |
| 1. **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. **Teaching and learning:**  * Have an **extensive knowledge and understanding** of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. |
| 1. **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. | 1. **Assessment and monitoring** :  * Have an **extensive knowledge and well-informed understanding** of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. * Have **up-to-date knowledge and understanding** of the different types of qualifications and specifications and their suitability for meeting learners’ needs. |
| 1. **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). | 1. **Subjects and curriculum:**  * Have a **more developed knowledge and understanding** of their subjects/curriculum areas and related pedagogy including how learning progresses within them. |
| 1. **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. | 1. **Health and well-being:**  * Have **sufficient depth of knowledge and experience** to be able to give advice on the development and well-being of children and young people. |
| 1. **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. | 1. **Professional skills:**  * Planning - **Be flexible, creative and adept at designing learning sequences** within lessons and across lessons that are **effective and consistently well-matched to learning objectives and the needs of learners** and which integrate recent developments, including those relating to subject/curriculum knowledge. |
| 1. **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. | 1. **Teaching:**  * Have **teaching skills** which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. |
| 1. **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. | 1. **Promote collaboration and work effectively as a team member:**  * **Team working and collaboration** |
|  | 1. **Contribute to the professional development of colleagues** through **coaching and mentoring, demonstrating effective practice, and providing advice and feedback.** |
| **Part 2: Personal and Professional Conduct** | |
| **Teacher** | **UPS Teacher** |
| 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. | The UPS teacher is **highly competent** in all elements of the relevant standards; the teacher’s achievements and contribution to an educational setting or settings are **substantial and sustained.** |
| **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. | **UPS3 teacher expectations:**   * **Consistently demonstrating 'outstanding'** practice, understanding how it is achieved, and using this knowledge to **support the development of colleagues**. * Making a **distinctive contribution** to raising standards and to pupil progress across the school by **planning and coordinating specific subjects**, **coordinating specific developments** in key areas and **through high-quality advice and guidance to colleagues** * **Leading in the proactive investigation, research and dissemination of good practice** |
| **TLRs will only be awarded for coordinating subject or key areas of development across Lawnswood Campus** | |

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| **Teaching Assistants’ Standards** |
| **Personal and professional conduct ~ Teaching assistants should uphold public trust in the education profession by:**   * Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff. * Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community. * Having regard for the need to safeguard pupils’ well-being by following relevant statutory guidance along with school policies and practice. * Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity. * Committing to improve their own practice through self-evaluation and awareness. |
| **Knowledge and understanding ~ Teaching assistants are expected to:**   * Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness. * Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer. * Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs. * Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils. * Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role. |
| **Teaching and learning ~ Teaching assistants are expected to:**   * Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities. * Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities. * Use effective behaviour management strategies consistently in line with the school’s policy and procedures. * Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role. * Communicate effectively and sensitively with pupils to adapt to their needs and support their learning. * Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources. |
| **Working with others ~ Teaching assistants are expected to:**   * Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them. * With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with. * Understand their responsibility to share knowledge to inform planning and decision making. * Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers. * Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision |