



Corley Centre

Teacher Assessment against National Teachers' Standards 2012

To be read alongside National Teachers' Standards 2012 (Appendix A)

NAME..... PAY POINT.....

DATE.....

<p>Teachers' Standards in England from September 2012</p>	<p>Guidelines for assessing teachers 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</p>		
<p>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</p>	<p>Teacher up to Year 3 (Currently NQT, NQT +1)</p>	<p>Main Scale Teacher</p>	<p>Experienced Teacher (Currently post Threshold and Leadership)</p>
<p>PART 1: TEACHING 1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 	<p>These standards should be consistently adhered to by any teacher regardless of their level of experience. It is expected that teachers ensure their classroom is a safe place focused on learning. The teacher should set goals in line with our Assessment Policy and as such challenge themselves and students to make progress in line with individual numerical targeted expectations. (Corley Centre Progress Model). The teacher will act in a manner that is consistent with the Corley Centre Mission Statement.</p>		

<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 	<p>Good progress is defined by our school as students making progress in line with the Corley Centre Progress Model. All teachers are accountable to ensure that the relevant amount of progress is being made. The clear majority of students will do this.</p> <p>AfL strategies are used to ensure planned activities provide sufficient challenge for students, including the most able. Additional adults are well deployed.</p>	<p>Good progress is defined by our school as students making progress in line with the Corley Centre Progress Model. All teachers are accountable to ensure that the relevant amount of progress is being made by almost all students.</p> <p>AfL strategies are used to ensure planned activities provide sufficient challenge for students, including the most able. Additional adults are well deployed and have a clear teaching role.</p> <p>Review should hold a central place in every lesson with students being consistently encouraged to reflect.</p>	<p>Almost all students should be making good progress in line with the Corley Centre Progress Model minimum expectation with some students making more than expected progress.</p> <p>AfL strategies are used to ensure planned activities provide sufficient challenge for students, including the most able. Additional adults are well deployed and have a clear teaching role.</p> <p>Systematic checking of students' understanding throughout the lesson enables sharply focused, appropriate and effective interventions to be accurately matched to individual needs with notable impact.</p> <p>The teacher should have an expert understanding of learning and how students learn best in their curriculum area. They will be able to assist other colleagues in improving their practice.</p>
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<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of 	<p>The teacher will have a sound understanding of their subject.</p> <p>The teacher will be able, with support, to identify key professional development needs and respond to advice and feedback. Over time the teacher</p>	<p>The teacher will have a strong understanding of their subject and is able to use this to improve learning in the classroom.</p> <p>The teacher should be a fully competent practitioner able to keep up-to-date with changes and</p>	<p>The teacher will have a strong understanding of the subject and is able to use this to improve learning in the classroom.</p> <p>The teacher plays a proactive whole school role in leading the professional development of colleagues.</p>
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<p>scholarship</p> <ol style="list-style-type: none"> 3. 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	<p>should become more proactive in accessing the relevant support and professional development from colleagues. The teacher will participate fully in co-coaching activities with a designated colleague.</p> <p>The teacher will play a proactive role in ensuring literacy and numeracy is a part of their teaching no matter their specialist subject.</p>	<p>adapt practice accordingly.</p> <p>The teacher will participate fully in co-coaching activities with a designated colleague.</p> <p>The teacher will play a proactive role in ensuring literacy and numeracy is a part of their teaching no matter their specialist subject.</p>	<p>The teacher will participate fully in co-coaching activities with a designated colleague.</p> <p>The teacher will lead the development of colleagues across the school through involvement in CPD, working groups and where appropriate, the Local Authority.</p> <p>The teacher will play a proactive role in ensuring literacy and numeracy is a part of their teaching no matter their specialist subject.</p>
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<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children’s intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. The teacher will ensure that all 5 points are adhered to resulting in the large majority of teaching being good or better.</p> <p>This will be evidenced in progress data, lesson observations, work scrutinies and learning walks.</p> <p>The teacher will plan and share effective Schemes of Learning.</p> <p>The majority of students will enjoy learning in these lessons.</p>	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. The teacher will have a strong command of their classroom including the effective use of pace, the development of curiosity and the setting of effective homework. This will mean that teaching is always good or better.</p> <p>This will be evidenced in progress data, lesson observations, work scrutinies and learning walks.</p> <p>The teacher will plan and share effective Schemes of Learning.</p> <p>The majority of students will enjoy learning in these lessons.</p>	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. Constant reflection on teaching and learning will result in the teacher having a very strong command of their classroom including the effective use of pace, the development of curiosity and the setting of effective homework. This will mean that teaching is often outstanding and always good.</p> <p>This will be evidenced in progress data, lesson observations, work scrutinies and learning walks.</p> <p>The teacher will plan and share effective Schemes of Learning and support other colleagues in their implementation.</p> <p>The majority of students will enjoy learning in these lessons.</p>
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<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. 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 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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 	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. Effective differentiation should be a characteristic of all teaching and this should be evident in work scrutinies, lesson observations, data analysis and learning walks.</p> <p>Some opportunities are provided for students to work independently.</p>	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. Have a clear understanding of a wide range of strategies, which can be employed to ensure the learning meets the needs of all our students.</p> <p>Regular opportunities are provided for students to work independently.</p> <p>Lesson observations, data analysis, work scrutinies and learning walks will clearly demonstrate the impact of the use of these strategies.</p>	<p>The teacher will follow the Corley Centre Teaching and Learning Expectations to ensure consistency of standards across the school. The teacher will have developed an expert understanding of how to differentiate effectively and will do so with a clear impact on learning in the classroom.</p> <p>Teaching promotes high levels of student resilience, confidence and independence. Lesson observations, data analysis, work scrutinies and learning walks will clearly demonstrate the impact of the use of these strategies.</p>
<p>1.6 Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>The use of assessment data will be in line with our Assessment Policy.</p> <p>AFL strategies will be embedded within every lesson and written feedback will be in line with our Feedback Policy.</p> <p>Teachers will actively seek advice and support with assessment as necessary.</p>	<p>The use of assessment data will be in line with our Assessment Policy.</p> <p>AFL strategies will be embedded within every lesson and written feedback will be in line with our Feedback Policy.</p>	<p>The use of assessment data will be in line with our Assessment Policy.</p> <p>AFL strategies will be embedded within every lesson and written feedback will be in line with our Feedback Policy.</p> <p>The teacher will advise and assist colleagues to use assessment effectively in the classroom.</p>
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour 	<p>The teacher will manage behaviour effectively, following the Behaviour Policy.</p>		<p>The teacher will manage behaviour effectively, following the Behaviour Policy.</p> <p>The teacher will record appropriately and consistently on</p>

<p>both in classrooms and around the school, in accordance with the school's behaviour policy</p> <ol style="list-style-type: none"> 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 	<p>The teacher will record appropriately and consistently on Behaviour Watch, both negative and celebratory comments.</p>	<p>Behaviour Watch, both negative and celebratory comments.</p> <p>The teacher will support colleagues in improving their behaviour management as appropriate.</p>
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<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 	<p>These standards should be consistently adhered to by any teacher regardless of their level of experience. We would expect teachers to ensure they meet all these standards in the context of their role and the school mission statement. This will result in...</p>		
	<p>...the teacher having positive working relationships with students, colleagues and parents securely focused on improving provision for students.</p> <p>The teacher participates in the wider life of the school e.g. Whole School Focus Days, PTA events, Year 11 Celebration Evening, Post 16 Parents' Evening and fund raising events.</p>	<p>...the teacher having effective professional relationships with students, colleagues and parents, leading to good provision and outcomes for students.</p> <p>The teacher actively participates in the wider life of the school e.g. Whole School Focus Days, PTA events, Year 11 Celebration Evening, Post 16 Parents' Evening and fund raising events.</p> <p>The teacher provides opportunities for the children to represent the school within the local community, organises events and encourages less experienced colleagues to participate in the wider life of the school.</p>	<p>...the teacher playing a proactive role within and beyond the school in improving provision and outcomes for students.</p> <p>The teacher actively participates in the wider life of the school e.g. Whole School Focus Days, PTA events, Year 11 Celebration Evening, Post 16 Parents' Evening and fund raising events.</p> <p>The teacher provides opportunities for students to represent the school within the local community, organises events and encourages less experienced colleagues to participate in the wider life of the school.</p>

Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>	<p>These standards should be consistently adhered to by any teacher, regardless of their level of experience. This will include:</p> <p>Proactively supporting all colleagues in their role and contributing to the induction of any new school staff</p> <p>Upholding the reputation of the school in all dealings with students, families, other professionals and outside agencies.</p> <p>Treating students, parents and colleagues with respect and dignity.</p> <p>Observing proper boundaries, appropriate to a teacher's professional position.</p> <p>Following our school's safeguarding procedures.</p> <p>Being tolerant of and respectful towards the rights and viewpoints of others.</p> <p>Following school policies and procedures and Coventry City Council Code of Conduct.</p> <p>Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite.</p>	<p>These standards should be consistently adhered to by any teacher, regardless of their level of experience. This will include:</p> <p>Proactively supporting all colleagues in their role and contributing to the induction of any new school staff</p> <p>Upholding the reputation of the school in all dealings with students, families, other professionals and outside agencies.</p> <p>Treating students, parents and colleagues with respect and dignity.</p> <p>Observing proper boundaries, appropriate to a teacher's professional position.</p> <p>Following our school's safeguarding procedures.</p> <p>Being tolerant of and respectful towards the rights and viewpoints of others.</p> <p>Following school policies and procedures and Coventry City Council Code of Conduct.</p> <p>Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite.</p>	<p>These standards should be consistently adhered to by any teacher, regardless of their level of experience. This will include:</p> <p>Proactively supporting all colleagues in their role and contributing to the induction of any new school staff</p> <p>Upholding the reputation of the school in all dealings with students, families, other professionals and outside agencies.</p> <p>Treating students, parents and colleagues with respect and dignity.</p> <p>Observing proper boundaries, appropriate to a teacher's professional position.</p> <p>Following our school's safeguarding procedures.</p> <p>Being tolerant of and respectful towards the rights and viewpoints of others.</p> <p>Following school policies and procedures and Coventry City Council Code of Conduct.</p> <p>Promoting and demonstrating high standards of behaviour both in the classroom, around school and offsite.</p>
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