



EXAMPLE Teachers' Standards Evidence Form

ECT:

Subject/ Phase:

Induction started (date):

Part One - Teaching

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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Using a positive reward system to congratulate the 'hard workers & best question askers of the day', used for KS3 (Formal Lesson Observation Form 09/11/21)

Year 1 – developing my practice against this standard:

- Own professional attitude encourages students to work hard and challenge themselves whenever possible. Not just within my subject but throughout whole school life (Assembly delivered 07/07/22)

Year 2 – embedding this standard within my practice

- Mutual respect which is being engrained through the upkeep of school rules via the school behaviour policy as well as positive reinforcement of expectations during lessons (Formal Lesson Observation Form 15/03/23)

Further development opportunities/actions to be taken:

2. 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Year 11 mock exam papers – I recorded each student's mark per question so that I focus on where re-teaching is needed (Marking Spreadsheet Tracker)

Year 1 – developing my practice against this standard:

- Whole class feedback on written work identified as a strength in Formal Lesson Observation (Formal Lesson Observation Form 20.06.21)

Year 2 – embedding this standard within my practice

- In order to be aware of pupil's capabilities and prior knowledge of different areas, starter activities e.g., mind maps used to indicate what students already know on a topic (Year 5 Humanities books – photo example)

Further development opportunities/actions to be taken:

3. 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Subject knowledge identified as strength in progress review meeting and form (Progress Review Form 2 – ECT Manager)

Year 1 – developing my practice against this standard:

- Books are marked with a focus on literacy. Ebis include correcting literacy errors e.g., spelling and grammar and time class given to making corrections (Year 6 English books – photo example)

Year 2 – embedding this standard within my practice

- Using up to date case studies to demonstrate secure, relevant subject knowledge and to try and foster pupils' interest (Formal Lesson Observation Form 20.06.21)

Further development opportunities/actions to be taken:

4. 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)

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Homework set weekly for all classes taught. Homework discussed with induction tutor to ensure that it is effective in consolidating knowledge (ECT & Induction Tutor Meeting Notes Form 11.01.22)

Year 1 – developing my practice against this standard:

- I contributed a set of 'Do it Now' activities for the starts of lessons for year 9 (Examples of Year 9 lesson PowerPoints)

Year 2 – embedding this standard within my practice

- I contributed to the rewriting and updating of the Year 11 revision programme for next year (New Year 11 Revision Programme for 2023-24)

Further development opportunities/actions to be taken:

5. 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 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 education 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Using SEN Profiles and data I have created more strategic seating plans as I can more easily identify students that need support (Annotated Class Seating Plans)

Year 1 – developing my practice against this standard:

- Increased use of the visualiser to model live writing of longer mark answers – so that all students can see what a good outcome would be at different grades (Formal Lesson Observation 23.06.21)

Year 2 – embedding this standard within my practice

- Resource modification for Year 10 and 11 students to make them more accessible, including models at different grade levels (Formal Lesson Observation 02.03.22)

Further development opportunities/actions to be taken:

6. Make accurate and productive use of assessment

- know and understand how to 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- I have used different assessment for learning techniques to ensure that students are making progress and to give feedback (Year 3 mini whiteboard activity 08.10.21 - photo)

Year 1 – developing my practice against this standard:

- KS3 and KS4 exercise books show regular marking of work, with www and ebi comments. Student's response to marking also shown. (Photo example from KS3 & KS4 exercise book)

Year 2 – embedding this standard within my practice

- Lesson observation feedback states: 'You were circulating well during the writing activity and giving lots of verbal feedback so that students could make immediate improvements.' (Formal Lesson Observation Form 23.05.23)

Further development opportunities/actions to be taken:

7. 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 schools, 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Feedback from a drop-in to tutor time states: 'It was great to see you reinforcing the school behaviour policy in a clear way.' (Drop-in feedback 02.11.21)

Year 1 – developing my practice against this standard:

- I observed a class I teach in a different subject, with a focus on behaviour. Very useful and discussion with the teacher enabled me to take away some strategies to try with the class. (Observation notes of history teacher 13.1.21)

Year 2 – embedding this standard within my practice

- Formal Lesson Observation states: 'It is clear that a framework for behaviour management is in place, and you managed the class effectively, bringing the 2 boys back to learning.' (Formal Lesson Observation Form 23.05.23)

Further development opportunities/actions to be taken:

8. 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' achievement and well-being

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- Responding to coaching and feedback was highlighted as a strength on my progress review. (Progress Review Form 1 – ECT Manager)

Year 1 – developing my practice against this standard:

- I met with the TA to discuss the plans for this term and the students I would like him to work with. (Email summary sent to TA – 25.04.22)

Year 2 – embedding this standard within my practice

- I have joined a working party to look at better using the House System (Working Party Meeting Notes (10.10.22)

Further development opportunities/actions to be taken:

Part Two – 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 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

Evidence: (x3 pieces by the end of Year 2)

Year 1 – beginning to meet this standard:

- By modelling good behaviour and participating in repair and rebuild sessions, I am showing a tolerance of and respect for the rights of students. (Feedback email from HOY)

Year 1 – developing my practice against this standard:

- I have taught 'What are British Values?' to Year 7 to reinforce Fundamental British Values. (Lesson Plan and Lesson Resources)

Year 2 – embedding this standard within my practice

- Informal and Formal Lesson Observations have consistently referred to clear boundaries, positive relationships and treating my students with respect (Informal Lesson Observation Form 05.07.21 and Formal Lesson Observation Form 06.06.23)

Further development opportunities/actions to be taken: