



Professional Standards for Teachers at

New Ash Green Primary School

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New Ash Green Primary School – Our Vision Statement

At New Ash Green Primary School, our outstanding levels of teaching and a dynamic curriculum inspire our children to develop their **curiosity** for a love of learning. This allows them to achieve their full potential. We thrive on enthusiasm. Through **inspirational** leadership, children are encouraged to excel and develop **resilience** and **self-motivation** while learning how to **challenge** themselves within a safe and caring environment. The well-being of all our children is paramount. Our children and adults inspire each other to achieve their goals. At New Ash Green Primary School we celebrate cultures, diversity and individuality. We promote **independence** so that our children and community can flourish.



These Core Values form the bedrock to our school motto:

"Together Everyone Achieves More" =



Together
Everyone
Achieves
More

British Values

The British Values underpin the school ethos and learning powers. These should be on display in all classrooms and taught throughout all lessons, on the playground and at lunchtimes:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of those of different beliefs and religion.

Teaching at New Ash Green Primary School

At New Ash Green Primary School, we are committed to creating a learning community in which children are perseverant, resilient and risk takers who take responsibility for their learning and develop their critical, creative and social abilities fully.

We believe that children learn best when learning is: exciting, challenging, creative, collaborative, practical, reflective, and meaningful. Learning inspires children to ask questions and to wonder. It provides them with memorable experiences. It develops in them the skills of communication, collaboration, critical thinking, social responsibility, problem solving and reflection. Our school has the highest expectations of our learners and builds on experiences to always be purposeful and relevant.

In partnership with parents, carers and the wider community, we aim to achieve this vision and to deliver the very best education for our children.

Teachers at New Ash Green Primary School will:

- embed a shared understanding of expectations for learning and teaching ensuring consistency across the school.
- ensure the consistent and accelerated progress for all children.
- promote the values of the school.
- contribute to the effective delivery of appraisal within the school.

Our school's values are:

- **Be curious**
- **Have a go**
- **Concentrate**
- **Be co- operative**
- **Use your imagination**
- **Don't give up**
- **Enjoy learning**
- **Keep improving**

The British Values underpin the school ethos and learning powers. These should be on display in all classrooms and taught to children in all lessons:

- **Democracy**
- **The rule of law**
- **Individual liberty and mutual respect**
- **Tolerance of those of different beliefs and religion.**

Inspirational Teaching

Effective teaching is not simply to accrue knowledge in children but to enable them to develop a range of skills that is needed in a fast and ever-changing world. At New Ash Green Primary School, we prepare our children for the future by providing challenging, collaborative and innovative learning experiences. We have high expectations and encourage children to be ambitious, independent learners. We achieve inspirational responses from children through the provision of stimulating learning experiences, effective questioning and by giving children the opportunity to take greater responsibility for their learning.

There are five key elements for good teaching at New Ash Green Primary School:

- Precise and perceptive planning
- Teaching for learning
- Behaviour for learning
- Progress in learning
- Accelerated Assessment as Learner

PART ONE: TEACHING

A TEACHER MUST:

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 behavior which are expected of pupils.

2. Promote good progress and outcomes by pupils.

- be accountable for pupils' attainment, progress and outcomes.
- plan teaching to build on pupils' capabilities and prior knowledge.
- 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.

3. Demonstrate good subject and curriculum knowledge.

- have a secure knowledge of the relevant subjects(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.
- 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.

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)

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 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.

6. 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.

7. Manage behaviour effectively to ensure a good and safe learning environment.

- have clear rules and routines of behaviour in classrooms and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy.
- have high expectations of behavior 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.

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 regarding pupils' achievements and well-being.

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 behavior 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' wellbeing, 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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Personal and professional conduct

Teachers should uphold public trust in the education profession by:

1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
3. **Having regard for the need to safeguard pupil's well-being** by following relevant statutory guidance along with school policies and practice.
4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
5. **Committing to improve their own practice** through self-evaluation and awareness.

Curriculum subject leadership:

In this section, all responsibilities relate to the subject area of **To Be Confirmed:**

Be able to:

- Lead the development of a whole-school policy and schemes of work to achieve continuity and progression and when necessary to be involved in target setting through monitoring and reporting on the standards achieved within your subject area.

- Monitor and evaluate the standards of achievements through study of staff planning and children's work, and by classroom visits and talking to children.
- Organise and/or lead meetings and workshops. Preparing reports to governors and as and when necessary, offer support to staff in the planning and implementation of their programmes of work. Encourage links with other areas of the curriculum. Advise staff on assessment procedures in line with the school's policy.
- Keep under review the school's stock of resources and materials. Provide help and advice to staff on their effective use.
- Attend and make known relevant courses, organising reports to staff on issues of mutual concern.
- Maintain contact with support agencies. Keep up to date on current research and thinking and bring relevant documents to the attention of staff. Consult with the SENCO about Special Needs provision.

Signed _____

Date _____

Headteacher _____

Date _____

Person Specification for Class Teacher

CRITERIA	QUALITIES
Qualifications and experience	<p>Qualified teacher status.</p> <p>Degree.</p>
Skills and knowledge	<p>Knowledge of the National Curriculum.</p> <p>Knowledge of effective teaching and learning strategies.</p> <p>A good understanding of how children learn.</p> <p>Ability to adapt teaching to meet pupils' needs.</p> <p>Ability to build effective working relationships with pupils.</p> <p>Knowledge of guidance and requirements around safeguarding children.</p> <p>Knowledge of effective behaviour management strategies.</p> <p>Good ICT skills, particularly using ICT to support learning.</p>
Personal qualities	<p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.</p> <p>High expectations for children's attainment and progress.</p> <p>Ability to work under pressure and prioritise effectively.</p> <p>Commitment to maintaining confidentiality at all times.</p> <p>Commitment to safeguarding and equality.</p>