## **Teachers’ Standards Target Bank PG/BAEd Final Practice**

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| Target Bank Teachers’ Standard 1 Part 1 | |
| Create a safe, stimulating environment of trust within the classroom. | By building on the trust with children and adults in the room and ensuring positive relationships are maintained. |
| Create a safe, stimulating environment of trust within the classroom. | By taking the opportunity to use strong relationships with children to work effectively in class & as a class eg projects, special events days, class assemblies. |
| Create a safe, stimulating environment of trust within the classroom. | By providing constant & confident re-iteration & insistence on positive learning approach |
| Create a safe, stimulating environment of trust within the classroom. | By modelling resilience through making and dealing with mistakes when teaching |
| Create a safe, stimulating environment of trust within the classroom. | By finding an opportunity in class to show how mistakes are a positive and important part of the learning process. |
| Create a safe, stimulating environment of trust within the classroom. | By creating an interactive display with and for the children that is designed to inspire and motivate |
| Create a safe, stimulating environment of trust within the classroom. | By responding to the needs of the class and discussing how to respond to bullying or behaviour that could be emotionally damaging. |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By being very explicit when explaining and/or modelling the learning goals of the lesson and how the finished outcomes may look like. |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By modelling and/or talking about adults’ own learning experiences |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By being aware of and showing professional curiosity around the learning needs of all children in the class. |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By being aware of and showing professional curiosity around the next steps in children’s learning. |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By being clear about how previous learning can aid future outcomes and clearly identifying the steps in learning. |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | By being aware of gaps in children’s learning and how scaffolding could be used to enable the learning of new concepts. |
| Help pupils understand the role they have in their learning | By providing high quality feedback on their next steps and encouraging them to be aspirational |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | By employing, modelling and encouraging the use of a broad, well-chosen range of vocabulary |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | By maintaining high expectations of pupil’s oral responses and praise good verbal reasoning skills |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | By modelling the way in which pupils can communicate with each other to support progress |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | By supporting a classroom culture of respect and tolerance where difference is explored and valued |
| Have clear rules and routines for behaviour in classrooms. | By being a strong role model for respectful conduct |
| Take responsibility for promoting good and courteous behaviour (both in classrooms and around the school), in accordance with the school’s behaviour policy | By being pro-active in maintaining or establishing classroom routines that set |
| Take responsibility for promoting good and courteous behaviour amongst the class. | By promoting a caring classroom culture ( eg setting up worry monster, initiating a circle time when a need has arisen |
| Target Bank Teachers’ Standard 2 | |
| Promote good progress by | Using small stakes testing & mini plenaries to make judgements about whether you have an 80% success rate or need to re-teach |
| Promote good outcomes by | Providing suitable interventions and appropriate scaffolding |
| Promote good progress by | Recognising when children need to be stretched and guiding them to make the right choices |
| Promote good progress by | Supporting children to recognise when they need support and giving them strategies to know how to ask for support |
| Promote good progress by | Knowing what to do when stuck, using sources provided: The 6 Bs or RUCSAC |
| Promote good outcomes by | Using GAPs analysis after formal assessments to find out what needs re-teaching |
| Understand the starting point for planning lessons | By finding out what they have learnt previously – progression maps and medium-term planning |
| Gain an understanding of what children know from previous learning | completing retrieval tasks and referencing previous learning using talk partners |
| Gain an understanding of what children know from previous learning | Looking at books and checking whether tasks were completed independently |
| Ensure all children can engage with the learning by | Providing pre-teaching and post-teaching which is planned for. |
| Ensure children are constantly reflecting on what they already know by | Referring to Learning Walls which reflect prior learning |
| Ensure children are constantly reflecting on what they already know by | Providing Knowledge Organisers which they can refer to during teaching and independent tasks. |
| Guide pupils to reflect on their progress by | Providing them with opportunities to review their learning and think about where they need to go next |
| Allow pupils opportunities to review their written work by | Using in the moment feedback allowing them the opportunity to make changes immediately therefore feeling a sense of achievement |
| Guide children to reflect on their progress by | Using success criteria to support with what to do next. |
| Give opportunities for children to reflect on the knowledge they have by | Starting a lesson with what they already know. |
| Ensure the children have the capacity to take on board new information by | Reducing cognitive overload within models and amount of information given |
| Gather information about previous knowledge | By using small stakes testing/retrieval tasks |
| Use knowledge gathered to inform next steps | By planning in re-teaching of unconsolidated knowledge prior to new learning |
| Inspire the children to take responsibility for their learning by | Setting up a culture of independent learning, scaffolding this where necessary. |
| Ensure the children can work independently by | Planning independent tasks after a structure of clear modelling and checking for understanding |

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| Target Bank Teachers’ Standard 3 | |
| **Demonstrate good subject and curriculum knowledge.**  To have a secure knowledge of subject and curriculum area. | By researching subject/curriculum area prior to lesson. |
|  | By using subject/curriculum knowledge to plan lessons and identify resources to support learning. |
|  | Attend subject specific staff meetings. |
|  | By incorporating subject specific pedagogies in planning and lessons. |
|  | Meet with subject leads to gain a fuller understanding of the school curriculum and planning. |
|  | By using GPGs and school documentation to support development of curriculum knowledge. |
|  | By identifying key subject specific vocabulary/terminology within planning. |
|  | By planning lessons building on prior learning. |
|  | By planning lessons that match the learning needs of the pupils. |
|  | By using subject specific vocabulary appropriately within lessons. |
|  | By understanding how schemes support progression of learning. |
|  | By making links within lessons between learning across subject areas. |
|  | By planning links to other curriculum areas/ previous learning. |
|  | By explaining school planning and curriculum rationale. |
|  | By demonstrating through planning and lessons an understanding of progression maps and knowledge organisers. |
|  | By explaining how their practice and lessons fit within the ‘bigger picture’ of the whole school. |
| To foster and maintain pupils’ interest in the subject. | By planning engaging hooks at the beginning of lessons. |
|  | By planning learning tasks that inspire and engage the pupils. |
|  | By planning links to real life. |
|  | By breaking down learning into smaller tasks within lessons. |
| To address misunderstandings. | By anticipating common misconceptions, identify in planning and refer to within teaching. |
|  | By examining outcome of previous lessons to identify misconceptions. |
|  | By talking to class teacher/subject leader to gain an insight into common misconceptions. |
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|  | By planning in questions that that might arise in the lesson. |
|  | By pre-empting mistakes and misconceptions by incorporating in planning and lesson input. |
|  | By developing the pupil’s questions to extend learning. |
| Demonstrate an understanding of and take responsibility for promoting high standards of literacy. | By consistently using and modelling correct standard English, written and spoken. |
|  | By sensitively correcting pupils’ use of standard English within lessons. |
|  | By praising good verbal reasoning skills. |
|  | By demonstrating within lessons high expectations of pupils’ oral responses. |
|  | By undertaking an oracy learning walk to identify how oracy is promoted in classes across the school. |
|  | By actively promoting reading for pleasure within lessons and learning activities. |
|  | By incorporating reading for pleasure in daily class routines. |
|  | By positively promoting reading for pleasure within the classroom setting for example displays and resourcing. |
| Demonstrate a clear understanding of systematic synthetic phonics (SSP) | By consistently pronouncing all phonemes correctly. |
|  | By encouraging and supporting pupils to use their phonic knowledge for reading and spelling across the curriculum. |
|  | By planning and successfully teaching SSP lessons. |
|  | By planning opportunities for pupils to apply phonic skills during reading/spelling. |
|  | By incorporating within lessons opportunities for pupils to apply their phonic skills during reading of decodable and ‘real language’ books. |
| Demonstrate a clear understanding of teaching strategies when teaching mathematics. | By identifying within the planning appropriate concrete and pictorial representations to be used to support the pupils’ learning. |
|  | By clearly modelling the key concepts as identified within the planning. |
|  | By successfully modelling the calculation strategies as identified within the planning. |
|  | By appropriately modelling key concepts/mathematical strategies to support individual pupil’s learning. |
|  | By using worked examples to support learning within the lesson. |
|  | By identifying within lesson planning opportunities for pupils to practice and consolidate learning. |
|  | By questioning and encouraging pupils to explain their reasoning. |
|  | By planning in opportunities for pupils to explain their reasoning, Identify pupils to question. |

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| Target Bank Teachers’ Standard 4 | |
| Use lesson time effectively by | Ensuring a clear link between what is being taught and independent tasks |
| Use lesson time effectively by | Planning carefully the input with a range of questions to challenge and support |
| Use lesson time effectively by | Working with a range of children over time – small groups and a different range of abilities |
| Us elesson time effectively by | Dynamically grouping the children so that they are using their independent learning time effectively. |
| Impart knowledge by | Using a range of oracy skills to ensure understanding is embedded |
| Impart knowledge and develop understanding by | Using targeted questions to ensure understanding is embedded |
| Impart knowledge and develop understanding by | Using effective modelling and knowing when to graduate its detail |
| Understand the level of knowledge remembered by | Using targeted questioning and low stakes tests. |
| Extend learning by | Creating opportunities for children to investigate their knowledge further |
| Impart knowledge and develop understanding by | Finding the most effective modelling strategies for different subjects |
| Impart knowledge and develop understanding by | Planning questions that will extend and embed learning |
| Impart knowledge and develop understanding by | Looking at previous learning and building on what has been taught previously. |
| Promote a love of learning by | Creating a positive learning culture in class through talk, learning displays and a wide use of resources |
| Promote a love of learning by | Developing deep questioning which allows opportunities to ponder and reflect |
| Promote a love of learning by | Allowing frequent opportunities for the children to pose and investigate questions. |
| Promote a culture of lifelong learning by | Setting purposeful home learning tasks |
| Promote a culture of lifelong learning by | Organising extra-curricular activities that have an impact within school and the local community |
| Extend and enhance knowledge by | Setting home learning that will reinforce knowledge taught |
| Reflect on effectiveness of lessons by | Having discussions with a variety of stakeholders including mentor, TA, members of the team, curriculum leads |
| Reflect on effectiveness of lessons by | Looking at percentage success rate after small stakes testing, after independent work and during retrieval tasks |
| Reflect on effectiveness of lessons by | Focusing on key elements of teaching an element of maths (ie, multiplying fractions, using a number line) and seeing if the skill can be used during problem solving |
| Reflect on effectiveness of lessons by | Focusing on improved success in teaching ie, using full stops and capital letters or using semi colons effectively. |
| Reflect on effectiveness of lessons by | Noticing when children have not taken on board the teaching and deciding what to do next |
| Reflect on effectiveness of lessons by | Deciding how to change and improve a lesson having reviewed their independent work. |
| Reflect on effectiveness of lessons by | Focusing on a small group of children who need to improve an area of their work – PP but not SEND |
| Review their approach to the teaching of a certain element by | Reviewing the success rate and making decisions on changes that need to be made – smaller steps, use of different language, more manipulatives |
| Review their approach to the teaching of a group of children by | Focusing on teaching an individual skill – use of adjectives or using expanded noun phrases to engage the audience |
| Continue to the design of an engaging curriculum by | Ensuring they understand the topic they are teaching – how are rivers created/ change in plurals in French/ why did the Romans invade? |
| Continue to the design of an engaging curriculum by | Looking at previous teaching and amendments that have been suggested. Use these to create an appropriate curriculum |
| Continue to the design of an engaging curriculum by | Breaking down skills into smaller tasks – teaching of 3d x 3 d or calculating perimeter. |
| Continue to the design of an engaging curriculum by | Continue to the design of an engaging curriculum. How does it build on previous learning |
| Continue to the design of an engaging curriculum | Continue to the design of an engaging curriculum. How does it strech and challenge children |
| Target Bank Teachers’ Standard 5 | |
| Use approaches to ensure children are taught appropriately by | Planning for differentiation within lesson plans so that their needs will be met but they  can participate effectively. |
| Use approaches to ensure children are taught appropriately by | Dynamically grouping the children so that they are using their independent learning time effectively. |
| Use approaches to ensure children are taught appropriately by | Using appropriate scaffolding ie, manipulatives, sentence scaffolds, modelled calculations, Answer Free Zones |
| Use approaches to ensure children are taught appropriately by | Adapting teaching during the lesson |
| Use approaches to ensure children are taught appropriately by | Using mini plenaries with the whole class or small groups |
| Use approaches to ensure children are taught appropriately by | Ensuring support staff are deployed effectively |
| Use approaches to ensure children are taught appropriately by | Ensuring support staff are know their role during the teaching and independent work |
| Use approaches to ensure children are taught appropriately by | Planning for a variety of adults to work with different groups of children so that all can work independently during the week, |
| Use approaches to ensure children are taught appropriately by | Ensuring there are opportunities for challenge and stretch in all lessons. |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Talking to the main class teacher and gathering information about the needs of all children |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Planning for ways to remove the barriers dependent on the needs of the child |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Providing scaffolds to support the children’s particular needs |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Reducing cognitive load using when completing tasks – number of questions to be completed, a few tasks given at a time, less work to be written |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Adapting a PE lesson so that different demands are made on the pupil – adapted equipment, different rules |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Providing a child with a safe space to work |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Adapting working walls so they are more accessible |
| Ensure you understanding the range of factors which might inhibit a pupil’s ability to learn by | Providing key words in a different language |
| Adapt teaching that considers different stages of development by | Using dynamic grouping for varying abilities to allow for focused teaching to small groups |
| Adapt teaching that considers different stages of development by | Pitching lessons so that all pupils are learning with support as necessary ie, teaching the use of relative clauses providing SEND children with scaffolds and models. |
| Have a clear understanding of the needs of all children by | Reading an individual's EHCP and discussing needs with SENDCo and class teacher |
| Have a clear understanding of the needs of all children by | Working with the EAL Lead and outside agencies to support children with EAL |
| Have a clear understanding of the needs of all children by | Providing key words in a different language on learning walls for children with EAL |
| Have a clear understanding of the needs of all children by | Providing IT equipment to use Google Translate |
| Have a clear understanding of the needs of all children by | Providing opportunities for children with physical disabilities to take part in PE lessons |
| Have a clear understanding of the needs of all children by | Ensuring there is challenge in all lessons ie, developing clear predictions using evidence in science/ explaining cause and effect within a history lesson/ using a range of equipment in DT to make a windmill |
| Have a clear understanding of the needs of all children by | Using Talk to Text software so that children can explain their written ideas. |
| Have a clear understanding of the needs of all children by | Using e-reader pens to support less able readers |

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| Target Bank Teachers’ Standard 6 | |
| To make accurate and productive use of assessment. |  |
| To know and understand how to assess the relevant subject and curriculum areas. | By planning assessment opportunities in lessons across curriculum areas. |
|  | By examining school assessment policy and curriculum assessment guidelines. |
|  | By meeting with subject lead to gain an understanding of AFL across subject areas. |
|  | By attending and contributing to moderation sessions/discussions. |
|  | By making informed judgements in relation to pupil progress referencing NC. |
|  | By explaining different AFL strategies within the context of different curriculum areas. |
|  | By demonstrating during post lesson/moderation discussions an awareness of ARE. |
|  | By planning pupil conferencing in a systematic and purposeful way. |
|  | By confidently applying ARE to assessment opportunities. |
|  | By confidently applying ARE to assessment judgements. |
|  | By linking judgements made to NC expectations in future planning. |
|  | By using the NC to support judgements made. |
|  | By creating an independent learning climate, whereby pupils take responsibility for assessing their learning. |
| To make use of formative and summative assessment to secure pupils’ progress. | By setting targets within lesson planning for individuals/groups of pupils based on summative assessments. |
|  | Be able to explain different AFL strategies and why they are particularly suitable for different subjects/ pupils or stages in a teaching sequence. |
|  | By using the whole school tracking system within a series of lessons. |
|  | By using summative assessments to inform future planning. |
|  | By demonstrating within lessons formative assessment strategies and responding to them in the moment. |
|  | By confidently using assessment strategies such as… (questioning, plenaries and self-assessment…) within lessons. |
|  | By familiarisation of school’s Feedback and Marking policy. |
|  | By being able to discuss and articulate the rationale underpinning the school’s Feedback and Marking policy. |
|  | By being able to demonstrate the school’s Feedback and Marking policy when feedback to pupils within lessons. |
|  | By planning AFL opportunities within lesson documentation. |
| To use relevant data to monitor progress. | By keeping records of pupil achievements within/across lessons. |
|  | By keeping records of pupil misconceptions within/across lessons. |
|  | By explaining how assessment data is used to monitor progress. |
|  | By using school data systems to monitor pupil progress across curriculum areas. |
| To use relevant data to set targets. | By using tracking data to set individual/group/class targets across curriculum areas. Identify within lesson planning. |
|  | By identifying individual/group/class targets within lesson planning. |
|  | By reviewing pupil targets during post lesson discussions. |
|  | By taking an active role in SEND pupil progress review meetings. Reviewing progress against EHCP targets. |
|  | By confidently discussing and using summative assessment in pupil progress meetings. |
|  | By being actively involved in data analysing meetings. |
|  | By organising and preparing pupil progress documents for target setting meeting. |
| To use relevant data to inform lesson planning. | By using assessment data to inform lesson planning across curriculum areas. |
|  | By explaining how summative/formative assessments inform planning. |
| To give pupils regular oral feedback. | By following and demonstrating within lessons the school’s marking and feedback policy. |
|  | By providing oral feedback to pupils which is supportive of their individual learning needs. |
|  | By giving pupils regular oral feedback in lessons. |
| To give pupils regular feedback through accurate marking. | By following and demonstrating within lessons the school’s marking and feedback policy. |
|  | By planning in feedback and reflection opportunities within lessons |
|  | By providing feedback that enables the pupils to know where they are in their learning. |
|  | By providing feedback to pupils which supports their learning development. |
|  | By providing feedback to pupils that identifies their next steps in learning. |
|  | By demonstrating appropriate age-related feedback to develop learning. |

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| Target Bank Teachers’ Standard 7 | |
| Administer the school Behaviour Policy confidently within the classroom and during other times of the day (eg breaktime). | By following its guidance and knowing when to escalate issues to rewards and sanctions. |
| Administer the school Behaviour Policy confidently within the classroom and during other times of the day (eg breaktime). | By balancing the need for positive reinforcement with the requirement for a consequence when necessary. |
| Administer the school Behaviour Policy confidently within the classroom and during other times of the day (eg breaktime). | By making confident decisions (though consultation with class teacher may be required) on rewards and consequences for behaviour shown in class. |
| Administer the school Behaviour Policy confidently within the classroom and during other times of the day (eg breaktime). | By using praise, sanctions and rewards consistently and fairly |
| Understand the link between pupil well-being and behaviour | By adapting behaviour strategies and teaching according to the specific needs of the children within the class without lowering educational standards. |
| Understand the link between pupil well-being and behaviour | By talking about needs of children with colleagues and making adaptations where necessary to ensure their behaviour does not impede their learning. |
| Manage own emotions in a way that does not impact on pupils. | By being aware of own body language and reactions at different times/ recognising the signs of stress and taking time for own well-being when needed. |
| Have high expectations of behaviour | By positively reinforcing what good behaviour looks like and use praise where appropriate |
| Have high expectations of behaviour | By reacting to challenges using school policy/strategies in a way that maintains pre-set expectations of behaviour |
| Have high expectations of behaviour | By demonstrating a wide range of strategies for gaining and holding attention ( eg non -verbal, positioning of teacher within class, carpet time rhymes and routines). |
| Use behaviour management approaches which are appropriate to pupils’ needs to involve and motivate them | By planning lessons that show they have taken the need for appropriate pace and engagement into account, e.g. age-appropriate timings, active learning opportunities etc |
| Use behaviour management approaches which are appropriate to pupils’ needs to involve and motivate them | By planning lessons that show they have taken individual pupil’s needs into account, where applicable |
| Understand and identify reasons for dysregulation in the classroom | By discussing individual’s needs with class teacher and SENDCo e.g. are their sensory needs being met, do they feel safe, can they see the board/front of the classroom, do they feel anxious in their grouping etc |
| Maintain good relationships with pupils. | By showing respect for and knowledge about every pupil |
| Develop a positive classroom presence | By appearing comfortable and confident in front of the class showing an understanding of how children’s prior emotional experiences may affect their behaviour |
| Exercise appropriate authority, and act decisively when necessary. | By using a range of visual and non-verbal clues to set high expectations of behaviour |
| Demonstrate high expectations of behaviour | By clearly explaining rules of behaviour and the reasons behind them when setting those high expectations |
| Demonstrate high expectations of behaviour | By being consistent when following through when those high expectations are met/not met. |
| Develop strategies for smooth transitions | By establishing clear routines in the classroom |
| Develop strategies for smooth transitions | By being consistent with expectations of how children move around the class/school and ensuring they follow them effectively |
| Target Bank Teachers’ Standard 8 | |
| Make a positive contribution to the wider life of the school by | Contributing to a team or staff meeting |
| Make a positive contribution to the wider life of the school by | Attending a school event: summer fair, sponsored event, local community activity, |
| Make a positive contribution to the wider life of the school by | Supporting with an after-school club |
| Make a positive contribution to the wider life of the school by | Attending a School Council/Eco club meeting |
| Make a positive contribution to the wider life of the school by | Helping to organise a school trip or a visitor coming into school |
| Make a positive contribution to the wider life of the school by | Support with implementation of ideas developed during CPD |
| Make a positive contribution to the wider life of the school by | Supporting with planning and presentation of an assembly |
| Develop effective professional relationships by | Meeting with colleagues and having a professional discussion regarding – SEND needs, medium term planning, school values |
| Develop effective professional relationships by | Finding opportunities to work with and shadow colleagues from outside organisations – SALT, Support for Learning, EAL support, OT |
| Develop effective professional relationships by | Finding opportunities to draw on advice as necessary – low level behaviour, support with a parental concern, adaptation of a history lesson |
| Deploy support staff effectively by | Ensuring they have appropriate guidance of how they are supporting the children they are working with |
| Deploy support staff effectively by | Helping to organise support for a pupil which the TA will implement |
| Deploy support staff effectively by | Discussing with the TA the impact of their intervention and where to go next |
| Deploy support staff effectively by | BY identifying where the need is in the class for TA support |
| Deploy support staff effectively by | Ensuring children do not become over reliant on a specific adult by varying who the TA works with |
| Take responsibility for improving teaching by | Reflecting on how to stretch and challenge the children in their written work by developing the use of extended and short sentences |
| Take responsibility for improving teaching by | Discussing aspects of teaching with colleagues and making changes with their teaching of SEND/ PP/EAL children |
| Take responsibility for improving teaching by | Implementing change after discussion and then reflecting again on the impact of the change. |
| Take responsibility for improving teaching by | Attending CPD and making changes to their practice |
| Take responsibility for improving teaching by | Taking on board advice given by other colleagues and adapting practice |
| Communicate effectively with parents by | Introducing themselves at the beginning and end of the day |
| Communicate effectively with parents by | Introducing themselves via a letter/email |
| Communicate effectively with parents by | Ensuring they build up a strong relationship with all parents especially those with SEND needs/ low level disruption/ children who could be unseen/ mental health issues |
| Communicate effectively with parents by | Reinforcing the positive aspects of a pupil’s day when speaking to them |
| Communicate effectively with parents by | Handling issues in a sensitive way – making a phone call before the end of the day rather than on the door/ focusing on the positive parts of the day/ using positive language even when the situation has been difficult |
| Communicate effectively with parents by | Attending parents evening and feeling confident to contribute thoughts |
| Communicate effectively with parents by | Seeking advice from the mentor/class teacher before having a difficult conversation |
| Communicate effectively with parents by | Reassuring a parent that if you are not sure the best way to deal with a situation that you will seek guidance form class teacher/SLT and get back to the parent |
| Target Bank Teachers’ Standard Part 2 | |
| Teachers uphold public trust in the profession by | Treating all children with respect |
| Teachers uphold public trust in the profession by | Always maintaining a professional relationship with pupils |
| Teachers uphold public trust in the profession by | Having a strong understanding of safeguarding protocol in the school and being aware of the school’s policy & procedures |
| Teachers uphold public trust in the profession by | Showing tolerance and respect for others |
| Teachers uphold public trust in the profession by | Being able to support children who have a lack of respect for others and seeking support if necessary |
| Teachers uphold public trust in the profession by | By using break time duty to develop relationships built on respect |
| Teachers uphold public trust in the profession by | Promoting fundamental British values linking to the school’s values. |
| Teachers uphold public trust in the profession by | Developing a respect for all religions and include other aspects of belief within the school’s guidelines |
| Teachers uphold public trust in the profession by | Ensuring values and mutual respect are embedded within their daily lives – protocol for debates, listening to others during oracy activities, being allowed to change your mind about a topic |
| Teachers uphold public trust in the profession by | Being mindful of their own personal beliefs |
| Teachers uphold public trust in the profession by | Taking part on wider events in school – supporting the school football team, helping at sports day, attending the Winter fair and running a stall, going to a carol service |