Teacher Effectiveness Standards Template

Developed

by John Sibbald, Sibbald Consultancy

Contents

Introduction

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.

1.   Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

    a.   treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

    b.   having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

    c.   showing tolerance of and respect for the rights of others

    d.   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

    e.   ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2.   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.

3.   Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

S1. Set high expectations that inspire, motivate and challenge pupils

	On track *Performance is on track to reach the required standard*	Good and effective *Performance is effective and sometimes exceeds the required standard*	Above and beyond *Performance is highly effective and supports the development of others*
Do you create a positive learning environment?	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	Provides an environment where students demonstrate positive behaviours and mutual respect and support	Has depth of knowledge and experience to support others in promoting the wellbeing and engagement of students in the classroom
	Sets goal that stretch and challenge pupils of all backgrounds, abilities and dispositions	All students are well motivated, extend learning through teacher expectation and enthusiasm and make good progress	The knowledge and skills of all students are extended by high teacher expectations and inspiring teaching, so all make exceptional progress
	Consistently demonstrates the positive attitudes, values and behaviour which are expected of pupils	Demonstrates a strong educational rationale and pedagogy ensuring good behaviour for learning	Provides an excellent educational rationale for teaching and learning, actively supporting the development of colleagues
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S2. Promote good progress and outcomes for pupils

	On track *Performance is on track to reach the required standard*	Good and effective *Performance is effective and sometimes exceeds the required standard*	Above and beyond *Performance is highly effective and supports the development of others*
Does your teaching and planning promote progress? Does delivery support independent learning?	Is accountable for pupils' attainment, progress and outcomes	Teaching leads to good progress and outcomes compared to similar learners nationally, progress is good relative to prior attainment	Teaching leads to excellent progress and outcomes that inspires colleagues to improve their practice
	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these	Plans teaching that builds on the knowledge of all pupils relative to their starting points	Planning makes a distinctive contribution to the raising of standards in other teaching groups and subjects
	Guides pupils to reflect on the progress they have made and their emerging needs	Creative methods of pupil reflection are employed including the effective use of metacognition	Provides successful reflection methods for guiding pupils on progress made including the very effective use of metacognition
	Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching	Pupils' enthusiasm for learning is fostered by effective and inclusive teaching strategies	Pupils' enthusiasm and depth of learning is fostered by well-paced and highly effective teaching strategies that are shared with others
	Encourages pupils to take a responsible and conscientious attitude to their own work and study	All pupils take a responsible and conscientious attitude to their own learning	Demonstrates excellent and innovative pedagogical practice that inspires both pupil independence and colleagues alike
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S3. Demonstrate good subject and curriculum knowledge

	On track *Performance is on track to reach the required standard*	**Good and effective** *Performance is effective and sometimes exceeds the required standard*	**Above and beyond** *Performance is highly effective and supports the development of others*
Is your teaching underpinned by good subject knowledge and current research?	Demonstrates a secure knowledge of the subject, fosters and maintains pupils' interest in the subject and addresses misunderstandings	All pupils are enthused and challenged by teachers' strong subject knowledge, contributing to good progress	Pupils and colleagues are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise
	Demonstrates a critical understanding of developments in the subject and promotes the value of scholarship	A deep knowledge and understanding of their subject and related pedagogy, including how learning progresses	An extensive understanding of their subjects and related pedagogy gained through involvement in wider professional networks
	Demonstrates an understanding/takes responsibility for high standards of literacy, articulacy and English	Pupils are provided with good opportunities to apply their skills in reading, writing, communication and/or mathematics	Pupils have excellent opportunities to develop effective skills in reading, writing, communication and/or mathematics
Primary only	If teaching early reading, demonstrates a clear understanding of systematic phonics	Has developed a good understanding of systematic synthetic phonics	Has developed an excellent understanding of systematic synthetic phonics
	If teaching early mathematics, demonstrates a clear understanding or appropriate teaching strategies	Has developed a good understanding of appropriate teaching strategies	Has developed an excellent understanding of appropriate teaching strategies
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S4. Plan and teach well-structured lessons

	On track *Performance is on track to reach the required standard*	**Good and effective** *Performance is effective and sometimes exceeds the required standard*	**Above and beyond** *Performance is highly effective and supports the development of others*
Does your planning lead to good progress and achievement?	Imparts knowledge and develops understanding through effective use of lesson time leading to some pupils making good progress	Good use of learning time leading to all pupils making good progress.	Excellent use of learning time and features of the Cloud leading to better than expected progress.
	Promotes a love of learning and stimulates children's' intellectual curiosity	Pupils are challenged and inspired by teacher's passion for learning and intellectual curiosity	Passion for learning and intellectual curiosity inspires and supports pupils and colleagues to do the same
	Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding acquired	Homework activities use innovative practice and are well-matched to pupil needs	Homework activities are very well-matched to pupil needs and strategies are shared with colleagues
	Reflects systematically on the effectiveness of lessons and approaches to teaching	Innovative at designing learning sequences that are well matched to students' needs	Takes a lead in planning collaboratively with colleagues in order to promote effective practice and pedagogy
	Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).	Integrates recent developments, including those relating to subject and curriculum knowledge	Identifies and explores effective links within and between subjects evident in planning
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S5. Adapt teaching to respond to the strengths and needs of all pupils

	On track *Performance is on track to reach the required standard*	**Good and effective** *Performance is effective and sometimes exceeds the required standard*	**Above and beyond** *Performance is highly effective and supports the development of others*
Do you stretch and challenge all pupils?	Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively	Uses a wide range of approaches to differentiation enabling pupils to be taught very effectively	Utilises an extensive range of differentiation strategies and supports colleagues in developing their practice
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	A good understanding of barriers to learning, good pedagogical practice that overcomes misunderstandings	An excellent understanding of barriers to learning demonstrating excellent pedagogical practice removing barriers effectively
	Demonstrates an awareness of the physical, social and intellectual development of children and how to adapt teaching to support them	Demonstrates a good understanding of pupil development in phases and has good pedagogical practice adapted to need	Demonstrates excellent and innovative pedagogical practice to support pupils' education at different stages of development
	Understands pupils with SEND, more able, EAL and be able to apply distinctive teaching approaches engage them	Demonstrates an extensive knowledge of matters concerning equality, inclusion and diversity in teaching	Demonstrates an extensive knowledge of equality, inclusion and diversity in teaching providing support and guidance to colleagues
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S6. Make accurate and productive use of assessment

	On track *Performance is on track to reach the required standard*	**Good and effective** *Performance is effective and sometimes exceeds the required standard*	**Above and beyond** *Performance is highly effective and supports the development of others*
Is learning checked and moved forward? Do pupils respond well to your feedback?	Demonstrates and understands how to assess the relevant subject including statutory assessment requirements	Has good knowledge and understanding of how to assess relevant subjects including statutory assessment requirements	Uses advanced knowledge and understanding to develop others in the effective assessment of statutory requirements
	Makes use of formative and summative assessment to secure pupils' progress	Pupils make very good use of effective marking and oral feedback to demonstrate good progress	Pupils make excellent use of consistent high-quality marking and oral feedback, sharing this work with colleagues
	Uses relevant data to monitor progress, set targets, and plan subsequent lessons	Has developed a pedagogical rationale utilising data effectively to inform planning and move pupils forward	Improves assessment practice by analysing statistical information and evaluating the effectiveness of learning
	Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond	Pupil understanding is checked through good use of questioning, marking and feedback techniques	Pupil understanding is extended through highly effective questioning, marking and feedback techniques
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S7. Manage behaviour effectively to ensure a good and safe environment

	On track *Performance is on track to reach the required standard*	Good and effective *Performance is effective and sometimes exceeds the required standard*	Above and beyond *Performance is highly effective and supports the development of others*
Are relationships good? Are teaching strategies matched according students' needs?	Demonstrates clear rules and routines for behaviour in the classroom taking responsibility for promoting good behaviour	Demonstrates a good understanding of how to apply a range of behaviour management strategies in the classroom	Has a critical understanding of behaviour management strategies in the Cloud, supporting colleagues where required
	Demonstrates high expectations of behaviour establishing a framework for discipline with a range of strategies employed	Demonstrates very high expectations of behaviour establishing a framework with a wide range of effective strategies employed	Frameworks and strategies that promote excellent behaviour for learning are shared with colleagues
	Manages classes effectively, using approaches appropriate to pupils' needs to involve and motivate them	Manages classes very effectively, using approaches appropriate to pupils' needs to fully involve and motivate them	Models management of classes effectively, using approaches appropriate to pupils' needs to engage and enthuse all
	Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Maintains excellent relationships with pupils, exercises appropriate authority and acts decisively always	Support and coach others to exercise appropriate authority and to act decisively in the classroom
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

S8. Fulfil wider professional responsibilities

	On track *Performance is on track to reach the required standard*	Good and effective *Performance is effective and sometimes exceeds the required standard*	Above and beyond *Performance is highly effective and supports the development of others*
Do you contribute to the professional life of the school? Do you take an active role in developing yourself and others?	Makes a positive contribution to the wider life and ethos of the school	Makes a very positive contribution to the wider life and ethos of the school and in developing teaching and learning	Takes a lead in the wider life of the school and in creating a positive ethos of teaching and learning
	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Develops very effective professional relationships with colleagues, actively supporting others and ready to learn from specialists	Promotes collaboration, supports others and works effectively as a team member and a leader of learning
	Deploys support staff effectively	Deploys support staff effectively ensuring those pupils in need make good progress	Deploys support staff very effectively ensuring those pupils in need make better than expected progress
	Takes responsibility for improving teaching, engaging in CPD and responding to advice and feedback from colleagues	Is active in improving teaching and learning through CPD, evaluation and feedback from others	Leads in improving teaching and learning through the delivery of CPD, lesson reviews and evaluation
	Communicates effectively with parents with regard to pupils' achievements and well-being	Communicates very effectively with parents with regard to pupils' achievements and well-being	Supports the development of colleagues in communicating effectively with parents to discuss achievement and well-being
Personal reflection (areas for development)			
Autumn meeting (moderated areas for development)			
Summer meeting (progress made)			

Autumn Lesson Review Log

Name		Date of lesson	
Subject		Group	
		No. of students	
Reviewer		Date of review	

Time	Learning activity	Impact on student progress

PDBW	
SMSC1	
SMSC2	

Three strengths of the lesson	
1	
2	
3	
Two questions to consider prior to meeting	
1	
2	

Date of meeting	

Agreed areas for development	
1	
2	
3	

Spring Lesson Review Log

Name		Date of lesson	
Subject		Group	
		No. of students	
Reviewer		Date of review	

Time	Learning activity	Impact on student progress

PDBW	
SMSC1	
SMSC2	

Three strengths of the lesson	
1	
2	
3	
Two questions to consider prior to meeting	
1	
2	

Date of meeting	

Agreed areas for development	
1	
2	
3	

Summer Lesson Review Log

Name		Date of lesson	
Subject		Group	
		No. of students	
Reviewer		Date of review	

Time	Learning activity	Impact on student progress

PDBW	
SMSC1	
SMSC2	

Three strengths of the lesson	
1	
2	
3	
Two questions to consider prior to meeting	
1	
2	

Date of meeting	

Agreed areas for development	
1	
2	
3	

Who is our SchooliP expert – John Sibbald, Sibbald Consultancy?

John has nearly thirty years of experience teaching and leading in North Manchester secondary schools. Ten years were spent working at the North West Manchester City Learning Centre researching the effective use of new and emerging digital technologies and how these impact on teaching and learning. In April 2010 he joined the team at Manchester Communication Academy in Harpurhey, leading on the development of the new Computing curriculum, 21st century digital skills, the ICT strategy and staff effectiveness and performance in the use of technology.

Since the Spring of 2017 he has been working with the following partners:

- **Tute Education Ltd** - creating a set of virtual teacher standards, developing lesson review protocols and improving online teacher effectiveness.
- **Creative Scene, North Kirklees** - digital engagement strategy and the effective use of digital technologies in the artistic process.
- **Greater Manchester Combined Authority** - working with school, colleges, industry and other partners on developing a digital talent pipeline strategy.

John is passionate about how we can harness technology to improve teacher effectiveness and student outcomes including the development of 21st century learning skills.