

TEACHERS STANDARDS AUDIT - MPS 1 and 2

Please read through the Teacher's Standards listed below and indicate whether you

Met / Require Improvement / did Not Meet

each area in your day to day practice in school. This can be used to identify foci for development within the school and to help you identify areas for development within your own appraisal cycle. A great deal of evidence will be found in your Appraisal Lesson Observation which will take place **before** your annual review.

Please fill in this form and pass to reviewer 5 DAYS before your annual Appraisal Review meeting. Discuss it with your reviewer during the meeting, to help decide whether you have met your pm objectives.

PART ONE: TEACHING - A teacher must:

1	Set high expectations which inspire, motivate and challenge pupils	Met	RI	NM
1a	establish a safe and stimulating environment for pupils, rooted in mutual respect			
1b	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
1c	demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.			

2	Promote good progress and outcomes by pupils	Met	RI	NM
2a	be accountable for pupils' attainment, progress and outcomes			
2b	be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
2c	guide pupils to reflect on the progress they have made and their emerging needs			
2d	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
2e	encourage pupils to take a responsible and conscientious attitude to their own work and study.			

3	Demonstrate good subject and curriculum knowledge	Met	RI	NM
3a	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
3b	demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
3c	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			
3d	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3e	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.			

4	Plan and teach well-structured lessons	Met	RI	NM
4a	impart knowledge and develop understanding through effective use of lesson time			
4b	promote a love of learning and children's intellectual curiosity			
4c	set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
4d	reflect systematically on the effectiveness of lessons and approaches to teaching			
4e	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	Met	RI	NM
5a	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
5b	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
5c	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			
5d	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	Met	RI	NM
6a	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
6b	make use of formative and summative assessment to secure pupils' progress			
6c	use relevant data to monitor progress, set targets, and plan subsequent lessons			
6d	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	Met	RI	NM
7a	have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
7b	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
7c	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
7d	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			

8	Fulfil wider professional responsibilities	Met	RI	NM
8a	make a positive contribution to the wider life and ethos of the school			
8b	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
8c	deploy support staff effectively			
8d	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
8e	communicate effectively with parents with regard to pupils' achievements and well-being.			

Self-Review of Teacher Standards:

Standards MET (i.e. 3b, 4a, etc.)

Standards REQUIRE IMPROVEMENT.....

Standards NOT MET

Teacher Name Date