



Cheshire Academies Trust
Inspiring hearts and minds

Career Stage Standards

All teachers will need to demonstrate that they meet the teaching standards. This document sets out how staff will be expected to grow professionally in each area of these standards if they are to progress through the main and upper pay scales. The details shown are minimum expectations.

Please use the criteria below to reflect on how you demonstrate the Teachers' Standards.

0-3 = practice requires improvement

4-6 = practice is good

7-10 = practice should be shared with others

Criteria	ALL TEACHERS	
<p>a. Teachers make the education of their pupils their first concern,</p> <p>b. Teachers are accountable for achieving the highest possible standards in work and conduct</p> <p>c. Teachers act with honesty and integrity;</p> <p>d. They have strong subject knowledge</p> <p>e. Teachers keep their knowledge and skills as teachers up-to-date,</p> <p>f. They are self-critical;</p> <p>g. Teachers forge positive professional relationships;</p> <p>h. Teachers work with parents in the best interests of their pupils..</p>	<ul style="list-style-type: none"> ▪ Punctuality. ▪ A positive constructive attitude. ▪ Attendance at school, meetings and for training (Personal CPD, School CPD and INSET). ▪ Building positive, supportive relationships with close teaching colleagues, and with all the school teams. ▪ Displaying understanding of other staff points of view, challenge professionally and respect confidentiality and contribute to school teams and to the strategic development of the school as a whole. ▪ Excellent communication skills. ▪ A role model for pupils with high expectations for each and every pupil in the school. ▪ Keep up to date with the educational environment in school, locally and nationally 	
	<p style="text-align: center;">Mainscale Teacher</p> <ul style="list-style-type: none"> ▪ Be evaluative of self, routines and systems, ▪ Engage in opportunities that are presented to promote the school in the community. ▪ Committed to the school's aims and ethos, and will actively seek a team approach to fulfil them. ▪ Good leadership and management of own responsibilities. ▪ Be proactive and show initiative in promoting collaboration between staff. 	<p style="text-align: center;">Upper Pay Scale Teacher</p> <ul style="list-style-type: none"> ▪ Use initiative to identify school needs ▪ Develop and deliver new policies and procedures and ensure that they are consistently followed by all staff, whilst mentoring and coaching those who need support with implementation to raise the school's quality of teaching. ▪ Keeping up to date with the educational environment in school, locally, nationally and internationally by use of technologies. ▪ Make a significant positive contribution to staff meetings, INSET and CPD. ▪ Make a real and measurable contribution to the wider team
<p>Possible evidence</p> <p>Professional conduct demonstrated around the school, with parents , governors and visitors and in the local community.</p> <p>Participation in Performance Management – personal evidence and records.</p> <p>Meeting school deadlines, pupil and school records up to date.</p> <p>Staff questionnaires, Parent / governor evaluations, Letters from parents.</p>	<p>Next steps</p>	

Standard 1											ALL TEACHERS		
1 Set high expectations which inspire, motivate and challenge pupils											<ul style="list-style-type: none"> Classrooms and learning areas are effective and stimulating places. Lessons must have clear structures, appropriate challenge and pace which provide high quality learning opportunities to meet the needs of all pupils. Latest pupil progress data is used to plan appropriate activities that suit the needs of the children Communication by all adults to each other is effective, including pupil to pupil communication Clear direction and boundaries are set and are of the highest quality when demonstrating positive attitudes, values and behaviours, at all times demonstrating the positive values of the Academy Classroom and behaviour management provides pupils with regular reflective high expectations and aspirations to achieve the highest goals they are capable of A significant proportion of the pupils will match or exceed agreed targets and be the same as or better than similar groups nationally 		
<i>1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect</i>											Mainscale Teacher	Upper Pay Scale Teacher	
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> Teaching is/quickly becomes consistently good with outstanding features emerging Planning and teaching must include carefully planned activities that suit the needs of the learners Pupils are encouraged to become independent learners and to contribute to teamwork of the group or class. Pupil targets are set to be challenging for more able, high attainers and those that find learning difficult. Teacher shows ability to 'think on their feet' during a lesson. Ensure Spiritual, Moral. Social and Cultural (SMSC) education permeates lessons and teaching. 		<ul style="list-style-type: none"> Majority teaching outstanding and never less than good. Planning shows a high level of ideas/activities to meet the needs of all pupils and staff actively support and develop the planning of other team members. Differentiation/appropriately levelled activities for the relevant cohort should be embedded in practice and evident across the curriculum. Wow factor awe and wonder are evident in planning and delivery of lessons Teaching promotes high levels of resilience, confidence and independence when they tackle challenging activities, leading to high levels of engagement and interest. Coach and develop the work of other team members. 	
<i>1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</i>													
1	2	3	4	5	6	7	8	9	10				
<i>1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</i>													
1	2	3	4	5	6	7	8	9	10				
Possible evidence Curriculum and annotated lesson planning. High quality pupil work, in books and displayed. Stimulating classrooms, corridors, appropriate pupil targets set and displayed. Pupil next steps are known by them and they can verbalise their aspirations. Recorded feedback from pupils and other adults. Marking and feedback records in pupil books and work. Lesson observations – formal and informal.											Next steps		

Standard 2											ALL TEACHERS			
2 Promote good progress and outcomes by pupils											<ul style="list-style-type: none"> Show evidence of adapting planning to support individuals and groups Collect formative data and adapt planning where relevant Summative data submitted by due dates in line with school Pupil Progress Tracking Meeting/self-evaluation cycle. Monitor all children in class. Know the starting point of each child. Evidence of AFL in teaching. Feedback to pupils including marking that addresses learning intention and follows marking policy and guidance. Teacher demonstrates high expectations of pupils in lessons and as a role model. Ensure that all lessons have clearly communicated learning objectives/expectations 			
<i>2a. Be accountable for pupils' attainment, progress and outcomes</i>											Mainscale Teacher		Upper Pay Scale Teacher	
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> The majority of children in class make good or better progress Confident use of a variety of teaching strategies and methods. AFL strategies embedded appropriately. Time is used very well and every opportunity is taken to develop crucial skills, inc being able to use literacy and numeracy skills in other subjects. 		<ul style="list-style-type: none"> Children using peer and self assessment more effectively. Embedded use of a variety of teaching strategies and methods. Almost all children making rapid and sustained progress. Teacher is working with other colleagues to monitor children's progress. Teacher is making a distinctive contribution to raising standards within a wider context than own classroom e.g. curriculum development across a phase/ school, coaching. Help other teachers to evaluate the impact of their teaching on raising pupils' achievements. 		
<i>2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</i>														
1	2	3	4	5	6	7	8	9	10					
<i>2c. Guide pupils to reflect on the progress they have made and their emerging needs</i>														
1	2	3	4	5	6	7	8	9	10					
<i>2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</i>														
1	2	3	4	5	6	7	8	9	10					
<i>2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.</i>														
1	2	3	4	5	6	7	8	9	10					
Possible evidence Data at Pupil Progress Tracking Meetings Lesson observations Teacher and team lesson planning Pupil books and work, Monitoring reports by senior staff Questionnaires and feedback from pupils and parents. End of year pupil progress data, Raise on line and other school data and analysis											Next steps			

Standard 3											ALL TEACHERS	
3 Demonstrate good subject and curriculum knowledge											<ul style="list-style-type: none"> ▪ Demonstrate secure subject knowledge and pedagogy. ▪ Demonstrate high quality use of language and communication with colleagues teaching and non teaching, with pupils, their parents, governors and visitors at all times. ▪ Have the relevant skills needed for teaching reading, writing and mathematics - use of technologies, 'ICT at the point of learning.' ▪ Access relevant training and CPD where needed to enhance subject and curriculum knowledge 	
<i>3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</i>											Mainscale Teacher	Upper Pay Scale Teacher
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> ▪ Have a clear knowledge of the national curriculum including relevant literacy and numeracy schemes of work and core subjects within the Academy ▪ Develop the knowledge and expertise needed to lead a subject area. ▪ The teaching of reading, writing, communication and mathematics is highly effective. ▪ Understand the potential of ICT in your specialist area. ▪ Keep up to date with school, local , national and global developments in your area of responsibility – developing own use of technologies and those of colleagues and pupils. ▪ Be innovative and creative in providing learning experiences and opportunities for pupils. ▪ Create a culture where pupils feel confident enough to offer supportive challenge to further one another's learning ▪ Use ICT at the point of learning appropriately. ▪ Develop responsibility and expertise for a subject area, being efficient and effective in leading colleagues in the presentation of learning. 	<ul style="list-style-type: none"> ▪ To have an extensive knowledge of your subject/curriculum area and fully understand the progression throughout the key stage(s). Demonstrate within your planning and delivery skills for developing cross curricular links appropriate to individual needs. ▪ Initiate own CPD. ▪ Be responsible for CPD of others. ▪ Undertake professional development activities that make a positive impact on pupils' progress. ▪ Take a leading role in school and lead a curriculum area ▪ Be efficient and effective in leading colleagues in the presentation of learning. ▪ Have extensive knowledge of and contribute significantly to the development of a subject area. ▪ Have extensive knowledge of and contribute significantly to the development of a subject area, ensuring that all staff are appropriately supported to enable them to teach it to a good standard. 	
<i>3b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</i>												
1	2	3	4	5	6	7	8	9	10			
<i>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</i>												
1	2	3	4	5	6	7	8	9	10			
<i>3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</i>												
1	2	3	4	5	6	7	8	9	10			
<i>3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</i>												
1	2	3	4	5	6	7	8	9	10			
Possible evidence : School Policy and scheme of work Curriculum and lesson planning – annotated records / teaching styles reflection to improve future teaching Records of the use of ICT and other resources Recorded views of pupils, parents and other staff Personal CPD records and Performance management objectives. Evidence of of the positive impact of CPD on pupil learning and personal teaching performance Personal staff development Improvement in whole school performance.											Next steps	

Standard 4											ALL TEACHERS		
4 Plan and teach well structured lessons											<ul style="list-style-type: none"> At all times demonstrate the positive values and ethos of the Academy Lessons have clear structures, challenge, pace and engagement Thorough lesson planning in line with school policy – annotated and evaluated and proactive in improvements Evidence of adapting and amending planning through constructive evaluations Activities build on prior learning and feed well into future learning Evaluations impact on future learning for those groups and individuals not achieving objectives. Where relevant, effective use of additional adults in the classroom maximise learning time. 		
<i>4a. Impart knowledge and develop understanding through effective use of lesson time</i>											Mainscale Teacher	Upper Pay Scale Teacher	
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> Good or outstanding teaching skills challenge and stimulate pupils' learning. Planning shows a variety of learning styles Pupil's views are gathered, evaluated and acted upon Plan out of class activities/ learning e.g trips to extend and enhance learning Appropriate and regular homework contributes well to pupils' learning Manage efficiently and creatively the full range of resources available to maximise impact on learning, including additional adults in the classroom Reflective of own pedagogy and being proactive in improvements. 		<ul style="list-style-type: none"> Show an outstanding commitment to the development of teaching and learning and the school's curriculum – walk the talk. Well judged and imaginative teaching strategies engage and enthuse learners Learning outcomes are shared and celebrated with others where appropriate. Reflective of own pedagogy and being proactive in improvements across the whole curriculum. Observing and assisting others to evaluate lessons. Strategic curriculum planning provides relevant homework/ extension opportunities, hooks, highlights and planned conclusions and outcomes to topics and projects 	
<i>4b. Promote a love of learning and children's intellectual curiosity</i>													
1	2	3	4	5	6	7	8	9	10				
<i>4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</i>													
1	2	3	4	5	6	7	8	9	10				
<i>4d. Reflect systematically on the effectiveness of lessons and approaches to teaching</i>													
1	2	3	4	5	6	7	8	9	10				
<i>4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</i>													
1	2	3	4	5	6	7	8	9	10				
Possible evidence							Next steps						
Annotated lesson plans Records of topics and pupil's work, Records of pupil views and analysis Records of personal contributions to staff meetings and school self evaluation. Use of prior CPD to make improvements so that they inform positive impact on pupil progress.													

Standard 5											ALL TEACHERS		
5 Adapt teaching to respond to the strengths and needs of all pupils											<ul style="list-style-type: none"> Have a detailed knowledge of the pupils you teach Seek advice proactively, from colleagues to enhance your own knowledge of pedagogy – eg. ask the SENCO, Subject lead, Pupil Premium lead, Phase leader, senior staff, agency experts etc for guidance Have a detailed knowledge of the needs of SEND pupils in your care and provide for them Act on advice from external agencies Keep good records of your own training and learning, lesson planning and contributions to pupil progress meetings 		
<i>5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</i>											Mainscale Teacher	Upper Pay Scale Teacher	
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> Show an awareness of different learning styles of children Set EHCP/SEND support targets with the SENCO where needed Planning and teaching must include clear evidence of differentiation/appropriately planned activities which suit the children's needs Follow all policies and procedures and support others in doing so Ensure all children are challenged included those with a subject specific talent Appropriately targeted, timely support and intervention match individual needs accurately Use questioning and explanation skilfully to secure good progress 		<ul style="list-style-type: none"> Show an awareness of different learning styles of children. Respond and plan for these learning styles. Use questioning and explanation skilfully to secure rapid progress All lessons differentiated appropriately with appropriate regrouping. Teacher showing ability to 'think on their feet' during a lesson, responding to emerging needs. To coach and give advice to all colleagues, using your knowledge and experience and the available support of outside agencies. To work closely with the Inclusion manager / SENCO and to assist other staff in identifying the needs of SEND and other pupils and to ensure curriculum maps or intervention programmes are relevant and SMART, meeting pupils needs. Sharply focused, timely support and intervention match individual needs accurately and are sustained effectively over time. 	
<i>5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</i>													
1	2	3	4	5	6	7	8	9	10				
<i>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</i>													
1	2	3	4	5	6	7	8	9	10				
<i>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.</i>													
1	2	3	4	5	6	7	8	9	10				
Possible evidence EHCP's, SEND support plans, IBP's where relevant Pupil progress meeting data Pupil records that are kept up to date Evidence of meeting deadlines for data and other information. Provision maps Partnerships with parents receiving pupil progress records and reports.											Next steps		

Standard 6										ALL TEACHERS	
6 Make accurate and productive use of assessment										<ul style="list-style-type: none"> Follow policy and procedures of the Academy Follow the Academy marking policy and procedures so that pupils can use quality feedback with next steps for learning to help them understand how to improve Have a good working knowledge of the national standards and levels expected for your pupils, relevant to age and the level descriptors. Demonstrate in your planning, the use of data for your pupils in their differentiated needs. Actively engage in pupil progress meetings. Keep up to date with changes in assessment. 	
<i>6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</i>										Mainscale Teacher	Upper Pay Scale Teacher
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> Carry out appropriate assessments for the year group Set relevant targets for groups and individuals. Effectively check pupils' understanding throughout lessons Set relevant targets for groups and individuals and support colleagues where appropriate. 	<ul style="list-style-type: none"> Planning and children's work will show evidence of learning objectives and key curricular targets that are matched to children's needs and abilities Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with impact on the quality of learning. Support other colleagues with their assessment. Teachers should demonstrate and support other staff to promote the school's requirements for marking, record keeping and tracking. Teachers will have a key understanding of progression in each subject and use and apply assessment focuses in planning and teaching. Teachers should have an extensive knowledge of the summative assessment requirements expected by the school and the national end of key stage requirements (even if this does not affect your year group).
<i>6b. Make use of formative and summative assessment to secure pupils' progress</i>											
1	2	3	4	5	6	7	8	9	10		
<i>6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons</i>											
1	2	3	4	5	6	7	8	9	10		
<i>6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</i>											
1	2	3	4	5	6	7	8	9	10		
Possible evidence Records of formative data for core subjects and foundation subjects Attendance at Pupil Progress meetings for the pupils in your care and records of those meetings Pupil books and work samples ASP/IDSR/Insight tracking data and analysis Pupil target setting – EHCP's, SEND support plans, IBP's, and/or Pupil case studies										Next steps	

Standard 7	ALL TEACHERS											
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> ▪ Ensure all pupils are secure and safe in each teaching and learning situation, establishing a respectful atmosphere within your class ▪ Set clear class routines at the beginning of the year and follow them ▪ Have a good working knowledge of and apply the procedures and processes in the Academy's behaviour policy ▪ Ensure Social, Moral, Spiritual and Cultural education is embedded in classroom practice ▪ Lead by example. Be a positive role model in school, setting a good example. ▪ Be involved in staff INSET and meetings to ensure consistency of application of the policy, school rules and have high expectations for all pupils. ▪ Work with other staff to ensure consistency of language used to positively support pupils learning in giving praise and when addressing correction . ▪ Be open to INSET, training, monitoring, feedback and coaching to improve your classroom techniques and put such learning into practice. ▪ Ensure effective communication and apply levels of confidentiality as appropriate on a need to know basis. 											
<p><i>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</i></p>	<p style="text-align: center;">Mainscale Teacher</p> <ul style="list-style-type: none"> ▪ Promote all aspects of safeguarding with all members of staff and visitors in the best interests of pupils and the school as a whole. ▪ Maintain respect and discipline that is consistent and fair. ▪ Contribute to maintaining high expectations for pupils in their behaviour and conduct across the whole school and throughout the school day. 	<p style="text-align: center;">Upper Pay Scale Teacher</p> <ul style="list-style-type: none"> ▪ Support staff in managing children with challenging behaviour. ▪ Work in partnership with parents and the wider community in promoting the school expectations and values for good behaviour in the community and society. 										
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<p><i>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</i></p>												
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<p><i>7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</i></p>												
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1	2	3	4	5	6	7	8	9	10			
<p><i>7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</i></p>												
<p>Possible evidence</p> <p>Evidence of rewards, celebrations and sanctions for your pupils Pupil voice records and their views about being supported by teachers and other adults in school Records of CPD, INSET, training and coaching Records of feedback and performance from reviewers and staff undertaking school monitoring. Parent/governor feedback Newsletters, curriculum letters to parents.</p>	<p>Next steps</p>											

Standard 8										ALL TEACHERS	
8 Fulfil wider professional responsibilities										<ul style="list-style-type: none"> Contribute to maintaining high expectations for pupils in their behaviour and conduct across the whole school and throughout the school day Attend and make a positive, valued contribution to school meetings. Be open to INSET, training, monitoring, feedback and coaching to improve your classroom techniques and put such learning into practice Strive to develop positive relationships with parents By knowing the pupils you teach well you are able to give constructive feedback to parents in communication with them Show support for the wider life and activities of the school 	
<i>8a. Make a positive contribution to the wider life and ethos of the school</i>										Mainscale Teacher	Upper Pay Scale Teacher
1	2	3	4	5	6	7	8	9	10	<ul style="list-style-type: none"> Begin to lead Key Stage assemblies, initially with support. Manage additional adults in your classroom Strive to develop positive relationships with parents Support other staff by offering sound professional advice from areas of your own expertise Get fully involved in the life of the Academy e.g attend some out of hours events such as PTA events, evening workshops for parents, running an after school club Support other staff in applying policy to practice Support other staff by offering sound professional advice from areas of your own expertise Set an example for excellent clear communication, building relationships across all aspects of the school, managing change and secure development of agreed action plans to improve school performance Lead the professional development of others A role model for teaching and learning 	<ul style="list-style-type: none"> Support and coach other staff in applying policy to practice Take a constructive part in the whole school monitoring, recording, reporting and self-evaluation programmes Lead and manage teams in your role and for your responsibility Assist colleagues in discussions with parents if needed Lead whole school assemblies Prepare reports to the Principal, Senior Leaders, Governors, Trustees and for inspection on progress made under your agreed role or responsibility Identify aspects for quality of teaching improvement as a result of lesson observation of colleagues and act as a coach to staff to secure such improvements Show a consistent track record of parental involvement and satisfaction Demonstrate an active contribution to the policies and aspirations of the school Lead initiatives on a large scale with significant impact
<i>8b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</i>											
1	2	3	4	5	6	7	8	9	10		
<i>8c. Deploy support staff effectively</i>											
1	2	3	4	5	6	7	8	9	10		
<i>8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</i>											
1	2	3	4	5	6	7	8	9	10		
<i>8e. Communicate effectively with parents with regard to pupils' achievements and well-being.</i>											
1	2	3	4	5	6	7	8	9	10		
Possible evidence Performance management record and observed evidence Constructive contributions at school meetings and activities Reports to the Principal, Senior Leaders, Governors, Trustees and for inspection Communications and feedback from parents and pupil reports to parents										Next steps	

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Personal and Professional Conduct	ALL TEACHERS	
<ul style="list-style-type: none"> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. 	<ul style="list-style-type: none"> Meets all standards 	
<ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Acts on the guidance and duty of care set out in the staff handbook and code of conduct Demonstrates care, safety, mutual respect and guidance of pupils in the classroom, during their learning and around the school Is a positive role model for other staff and pupils at all times Builds good relationships with staff, parents, governors and visitors Supports and celebrates the school in the community 	
	Mainscale Teacher	Upper Pay Scale Teacher
	<ul style="list-style-type: none"> Build good relationships with staff, parents, governors and visitors – offering professional challenge when necessary and accepting the decisions made Set and maintain high professional standards so that other members of staff may see and learn from the example set Treat all pupils, staff, governors, parents and visitors equitably, with respect, empathy, sympathy and understanding, through openness honesty and fairness. At all times and in all situations. 	<ul style="list-style-type: none"> Lead and manage teams in your capacity, status, role or responsibility so that they are run efficiently and effectively giving the highest aspect or principles of Best Value and Value for money. Support, mentor and coach other members of staff to attain the highest expectations in the profession
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Have a working knowledge and apply the guidance and direction from school policies and practices Set high standards and act as a role model for all pupils to look up to in the school context and in society Uphold the school values in the school and in the local community. 	<ul style="list-style-type: none"> Support other staff in using policy, systems and routines into sustained good practice.
<ul style="list-style-type: none"> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> Be proactive in reading, applying and contributing to the latest developments in statutory requirements from DfE, guidance from MAT directives and in school policies 	<ul style="list-style-type: none"> Have a working knowledge of statutory requirements for the running and working of a school, so that accurate advice can be given to those who ask for it.
<p>Possible evidence</p> <p>Pupil voice, parent questionnaires analysis Demonstrate regular access to DfE, Ofsted and other key educational web sites / social media platforms Performance management records Know where to find policies, and sign to say you have read them</p>	<p>Next steps</p>	