TSAT TEACHING STANDARDS

Standard 1	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Set high expectations that inspire, motivate and challenge pupils **(TGT1&3)**	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The classroom provides a very safe and stimulating environment for pupils, and all behaviours demonstrate mutual respect	Has sufficient depth of knowledge and experience to be able to give advice on the best environments to promote the well-being of children and young people
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	All pupils are well-motivated and extend their understanding through appropriate teacher expectations	The knowledge and skills of all pupils are extended by high teacher expectations, so all make exceptional progress
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils.	Provides a strong role model for teaching and learning	Provides an excellent role model for teaching and learning

Standard 2	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Promote good progress and outcomes by pupils (TGT4, 5 & 6)	Is accountable for pupils' attainment, progress and outcomes	Teaching skills lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	Teaching skills lead to excellent results and outcomes that can provide a role model for others
	Plans teaching to build on pupils' capabilities and prior knowledge	Planning is a model for others in raising of pupil standards	Planning makes a distinctive contribution to the raising of pupil standards across the school
	Guides pupils to reflect on the progress they have made and their emerging needs	Creative and innovative models of pupil reflection are used	Provides model for guiding pupils to reflect on the progress they have made and their emerging needs
	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 inclusive teaching strategies
	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 pupil independence

Standard 3	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Demonstrate good subject and curriculum knowledge **(TGT2)**	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	All pupils are enthused and challenged by teachers' strong subject knowledge, contributing to their good progress	Pupils are challenged and inspired by teachers' excellent subject knowledge and consistently applied expertise
	Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	Has a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses with them	Extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas
	Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Pupils have good opportunities to develop and use their skills in reading, writing, communication and/or mathematics	Pupils have excellent opportunities to develop and use effective skills in reading, writing, communication and/or mathematics
	If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	Has a clear understanding of systematic synthetic phonics	Has an excellent understanding of systematic synthetic phonics
	If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.	Has a clear understanding of appropriate teaching strategies	Has an excellent understanding of appropriate teaching strategies

Standard 4	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Plan and teach well-structured lessons **(TGT3 & 4)**	Imparts knowledge and develops understanding through effective use of lesson time	Excellent planning and assessment for learning procedures meets the needs of pupils and enables pupils to clearly understand how to improve	Excellent planning and assessment for learning procedures provides a role model for other teachers
	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 provides a role model for others
	Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Homework activities are well-matched to pupil needs and use innovative practice	Homework activities are very well-matched to pupil needs and set role model for others
	Reflects systematically on the effectiveness of lessons and approaches to teaching	Flexible, creative and adept at designing learning sequences within and across lessons that are consistently well matched to learning objectives and learners' needs	Takes a lead in planning collaboratively with colleagues in order to promote effective practice
	Contributes to the design and provision of an engaging curriculum within the relevant subject area(s)	Integrates recent developments, including those relating to subjects/curriculum knowledge	Identifies and explores links within and between subjects/curriculum areas in his or her planning

Standard 5	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Adapt teaching to respond to the strengths and needs of all pupils **(TGT 6 &7)**	Knows when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively	Uses a range of approaches that enable pupils to be taught effectively	Can model differentiation and use of a range of approaches for others
	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Demonstrates good understanding of barriers to learning and has good pedagogical practice	Demonstrates excellent understanding of barriers to learning and has excellent pedagogical practice
	Demonstrates 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	Demonstrates good understanding of phases and has good pedagogical practice	Demonstrates excellent and innovative pedagogical practice to support pupils' education at different stages of development
	Has 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; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	Has extensive knowledge of matters concerning equality, inclusion and diversity in teaching	Has an extensive knowledge of matters concerning equality, inclusion and diversity in teaching and can act as a role model to lead the practice of others

Standard 6	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Make accurate and productive use of assessment **(TGT 8,9, 10)**	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Has advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Uses advanced knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements to coach others
	Makes use of formative and summative assessment to secure pupils' progress	Pupils make very good use of marking and oral feedback to demonstrate good progress	Pupils make excellent use of consistent high-quality marking and oral feedback. This acts as a model for other classes
	Uses relevant data to monitor progress, set targets, and plan subsequent lessons	Has extensive knowledge and well-informed understanding of assessment requirements and arrangements for the subjects/curriculum areas he or she teaches, including those related to public examinations and qualifications	Knows how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school
	Gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback	Pupil understanding is checked through good use of questioning	Pupil understanding is extended and challenged through highly effective questioning

Standard 7	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Manage behaviour effectively to ensure a good and safe learning environment **(TGT1, 3)**	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Has extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies	Has a critical understanding of the most effective teaching, learning and behaviour management strategies
	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Able to personalise learning and behaviour codes to provide opportunities for all learners to achieve their potential	Demonstrates how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential
	Manages classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate them	Manages classes very effectively, using approaches appropriate to pupils' needs in order to fully involve and motivate them	Models management of classes effectively, using approaches appropriate to pupils' needs in order to involve and motivate all
	Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	Maintains excellent relationships with pupils, exercises appropriate authority and acts decisively	Models and coaches others to exercise appropriate authority and to act decisively

Standard 8	Developing (T2 – T3)	Enhancing (T4 – T6)	Embedding (T7 –T10)
Fulfil wider professional responsibilities	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	Takes a lead in the wider life and positive ethos of the school
	Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Promotes collaboration and works effectively as a team member	Contributes effectively to the work of the wider school team
	Deploys support staff effectively	Contributes significantly to implementing workplace policies and practice and in promoting collective responsibility for their implementation	Takes a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation
	Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning	Researches and evaluates innovative curricular practices and draws on research outcomes and other sources of external evidence to inform their own practice and that of colleagues
	Communicates effectively with parents with regard to pupils' achievements and wellbeing	Communicates very effectively with parents with regard to pupils' achievements and wellbeing and with regard to areas for development that promote pupil progress	Excellent ability to provide learners, colleagues and parents with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress