

# Teachers' Standards

## Self-Assessment and Development Form

The purpose of this form is to enable teachers to reflect constructively on their practice against the latest UK Teachers' Standards. The language used emphasises professional growth and development, offering guidance to support improvement.

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Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Subject/Year Group: \_\_\_\_\_

Reviewer Name (if applicable): \_\_\_\_\_

Signature Teacher: \_\_\_\_\_

Signature Reviewer: \_\_\_\_\_

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## 1. Set High Expectations

Standard: Establish a safe and stimulating environment for students, rooted in mutual respect, and demonstrate consistently high expectations of behaviour and achievement.

### Progress Grading:

<input type="checkbox"/> Emerging	Working towards establishing consistent expectations.
<input type="checkbox"/> Developing	Regularly sets high expectations and builds mutual respect.
<input type="checkbox"/> Proficient	Creates a consistently high-achieving and respectful environment.
<input type="checkbox"/> Exemplary	Inspires students to exceed expectations through exemplary practice.

### Evidence and Reflection:

Provide examples of how you set high expectations and foster mutual respect in your classroom.

Comments:

### Development Advice:

- Observe colleagues with exemplary classroom environments to gather practical ideas.
- Reflect on classroom interactions and consider how to model respect consistently.
- Implement reward systems that reinforce high expectations and positive behaviours.

Comments:

## 2. Promote Good Progress and Outcomes

Standard: Be accountable for student's attainment, progress, and outcomes.

### Progress Grading:

<input type="checkbox"/> Emerging	Demonstrates awareness of students' progress but lacks consistency.
<input type="checkbox"/> Developing	Regularly monitors and supports students' progress.
<input type="checkbox"/> Proficient	Uses data and effective strategies to ensure good progress.
<input type="checkbox"/> Exemplary	Achieves exceptional progress and outcomes across diverse student groups.

### Evidence and Reflection:

Describe how you monitor and support your students' progress.

Comments:

### Development Advice:

- Use formative and summative assessments to identify gaps and tailor interventions.
- Share targets with students and involve them in tracking their own progress.
- Seek feedback from colleagues on effective teaching strategies for attainment.

Comments:

### 3. Demonstrate Good Subject and Curriculum Knowledge

Standard: Have a secure knowledge of relevant subject areas and foster a love of learning.

Progress Grading:

<input type="checkbox"/> Emerging	Developing secure subject knowledge.
<input type="checkbox"/> Developing	Demonstrates good subject knowledge and some innovative teaching.
<input type="checkbox"/> Proficient	Inspires curiosity through secure knowledge and engaging approaches.
<input type="checkbox"/> Exemplary	Provides leadership in subject expertise and curriculum development.

Evidence and Reflection:

Highlight how you ensure your subject knowledge is up-to-date and effectively communicated to students.

Comments:

Development Advice:

- Engage in continuous professional development related to your subject.
- Incorporate cross-curricular links to deepen students' understanding.
- Use real-world examples to make content relatable and engaging.

Comments:

#### 4. Plan and Teach Well-Structured Lessons

Standard: Impart knowledge and develop understanding through clear instruction and effective questioning.

Progress Grading:

<input type="checkbox"/> Emerging	Lesson planning and delivery lack consistency.
<input type="checkbox"/> Developing	Regularly plans structured and effective lessons.
<input type="checkbox"/> Proficient	Delivers consistently well-structured lessons that engage all students.
<input type="checkbox"/> Exemplary	Delivers outstanding lessons and mentors others to improve their practice.

Evidence and Reflection:

Describe your lesson planning and strategies to make learning meaningful.

Comments:

Development Advice:

- Use backward planning to ensure alignment with learning objectives.
- Include a variety of teaching methods to cater to diverse learning styles.
- Reflect on lesson outcomes and adapt future lessons accordingly.

Comments:

## 5. Adapt Teaching to Respond to the Needs of All Students

Standard: Differentiate teaching to meet the needs of all students, including those with SEND.

### Progress Grading:

<input type="checkbox"/> Emerging	Beginning to recognise diverse needs but inconsistent in adapting teaching.
<input type="checkbox"/> Developing	Adapts teaching to support most students effectively.
<input type="checkbox"/> Proficient	Consistently meets diverse needs with tailored approaches.
<input type="checkbox"/> Exemplary	Demonstrates expertise in inclusive practice and supports colleagues in adapting their teaching.

### Evidence and Reflection:

Provide examples of how you differentiate and adapt your teaching.

Comments:

### Development Advice:

- Work closely with SENCOs to implement effective strategies for SEND students.
- Use student feedback to understand individual learning preferences.
- Regularly review and adjust teaching plans based on students' needs.

Comments:

## 6. Manage Behaviour Effectively

Standard: Differentiate teaching to meet the needs of all students, including those with SEND.

### Progress Grading:

<input type="checkbox"/> Emerging	Struggles to consistently implement behaviour management strategies.
<input type="checkbox"/> Developing	Uses effective strategies to manage most behaviours.
<input type="checkbox"/> Proficient	Maintains a calm and productive classroom consistently.
<input type="checkbox"/> Exemplary	Demonstrates exceptional behaviour management skills, supporting peers in this area.

### Evidence and Reflection:

Reflect on your approach to classroom management and its effectiveness.

Comments:

### Development Advice:

- Ensure consistency in applying rules and consequences.
- Use positive reinforcement to encourage desired behaviours.
- Build relationships with students to understand underlying issues and address them constructively.

Comments:

## 7. Fulfill Wider Professional Responsibilities

Standard: Contribute to the wider life and ethos of the college.

Progress Grading:

<input type="checkbox"/> Emerging	Participates in some college-wide activities.
<input type="checkbox"/> Developing	Actively contributes to the college community.
<input type="checkbox"/> Proficient	Demonstrates leadership in promoting the college ethos.
<input type="checkbox"/> Exemplary	Drives college initiatives and inspires others to engage.

Evidence and Reflection:

Describe your contributions to the college community beyond your classroom.

Comments:

Development Advice:

- Volunteer for projects that align with your skills and passions.
- Collaborate with colleagues to share best practices and resources.
- Seek opportunities to mentor new staff or lead college-wide initiatives.

Comments:

**Summary and Next Steps Strengths:**

Summarise key areas where the teacher is excelling.

Comments:

**Areas for Development:**

Identify specific areas to focus on improving.

Comments:

**Action Plan:**

List actionable steps to meet the identified development areas, with target dates.

Comments:

