

PROFESSIONAL ATTRIBUTES and COMPETENCES.

Relationships with children and young people
1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
3 Be aware of the professional duties of teachers.
4 Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.
Communicating and working with others
5 Communicate effectively with children, young people, colleagues, parents and carers.
Personal professional development
6 Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
7 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
8 Act upon advice and feedback and be open to coaching and mentoring.
Professional knowledge and understanding
Teaching and learning
9 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
Assessment and monitoring
10 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.
11 Know a range of approaches to assessment, including the importance of formative assessment.
Subjects and Curriculum
12 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
Literacy, numeracy and ICT
13 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Achievement and diversity
14 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
Professional skills
Planning
15 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
16 Design opportunities for learners to develop their literacy, numeracy and ICT skills.
17 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.
Teaching
18 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
19 Use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
20 Build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;

21 Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

22 Demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

23 Make effective use of a range of assessment, monitoring and recording strategies.

24 Assess the learning needs of those they teach in order to set challenging learning objectives.

25 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Reviewing teaching and learning

26 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

27 Establish a purposeful and safe learning environment.

28 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

29 Work as a team member and identify opportunities for working with colleagues.

30 Ensure that colleagues working with them (eg. Teaching assistants, language support assistants etc.) are appropriately involved in supporting learning and understand the roles they are expected to fulfil.