

The Teacher's Standards and Ofsted Criteria

Criteria to support professional development to improve the quality of teaching

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Teacher Standard				
1.Set high expectations which, inspire, motivate and challenge pupils:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect	Teaching promotes high levels of resilience, confidence and independence when pupils tackle challenging activities.	Teaching generally promotes pupils resilience, confidence and independence when tackling challenging activities.	The school's behaviour management procedures are clear and usually applied but some inconsistencies may exist and low level disruption may occur occasionally.	Pupils' lack of engagement and persistent low level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.
1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	The teacher consistently has high expectations of all pupils. Tasks are challenging and accurately match pupils' needs	The teacher has high expectations of all pupils. Strategies and appropriately targeted support and intervention match most pupils' needs.	The teacher's expectations enable most pupils to work hard and achieve satisfactory progress.	The teacher's expectations are not sufficiently high.
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	The teacher generates high levels of enthusiasm for and participation in and commitment to learning.	The teacher enthuses and motivates most pupils to participate.	Teaching strategies ensure that the individual needs of pupils are usually met.	Teaching fails excite, enthuse, engage or motivate particular groups of pupils, including those with SEND.

Teacher Standard				
2. Promote good progress and outcomes by pupils:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
2.1 be accountable for pupils' attainment, progress and outcomes	Assessment records and evidence from work scrutiny shows that almost all pupils are making rapid and sustained progress (significantly above national averages) over time with this teacher.	Assessment records and work scrutiny shows the majority of individuals and groups, including SEND, are achieving well over time (above national averages) with this teacher.	Assessment records and work scrutiny shows most pupils and groups of pupils make progress in line with that made by pupils nationally and with similar starting points.	Assessment records and work scrutiny shows pupils or groups of pupils are making inadequate progress (significantly below national averages). Learning is limited and pupils underachieve
2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Pupils' understanding is systematically and effectively checked. The teacher uses information from frequent assessment to anticipate where and when to intervene. These interventions have a notable impact on learning.	The teacher regularly listens astutely to, carefully observes and skilfully questions groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning. Progress is assessed regularly and accurately.	Assessment is careful but not rigorous enough and there may be unnecessary repetition of work and tasks do not fully challenge pupils	Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress.
2.3 guide pupils to reflect on the progress they have made and their emerging needs	Marking and constructive feedback are frequent and of a consistently high quality. Pupils to know how to improve their work, encouraging high levels of engagement and interest	The teacher discusses assessments with pupils so that they know how well they have done and what they need to do to improve. Marking is regular.	Pupils are informed about their progress and how to improve through marking and dialogue that is usually timely and encouraging	Marking is minimal Assessment is not used to help pupils improve.
2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Excellent subject knowledge and astute planning. Tasks are challenging and accurately match pupils' needs.	Subject knowledge is well developed and tasks are challenging and meet most pupils' needs.	General misconceptions are picked up and plans adjusted, but this is not always timely or relevant and this slows learning for some pupils.	Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress.
2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study	Teaching promotes high levels of resilience, confidence and independence when pupils tackle challenging activities.	Teaching generally promotes pupils resilience, confidence and independence when tackling challenging activities	Pupils respond promptly to teachers' direction and work co-operatively with each other.	Pupils' lack of engagement and persistent low level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.

Teacher Standard				
3. Demonstrate good subject and curriculum knowledge:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	The teacher enjoys their subject and has excellent subject knowledge. They share their enjoyment with the pupils..	Subject knowledge is well developed and tasks are challenging and meet most pupils' needs.	Some of the teaching is good however, the teacher is sometimes slow to respond to the pupils' misconceptions.	Teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including those with SEND.
3.2 demonstrate a critical understanding of developments in subject and curriculum areas and promote the value of scholarship	The curriculum and teacher planning provides highly positive and memorable experiences and rich opportunities for high quality learning.	The curriculum and teacher planning provides well organised, imaginative and effective opportunities for learning for all groups of pupils including SEND.	The curriculum and teacher planning generally meets the pupils' needs, interests and aspirations and provides adequate preparation for the next stage in their lives.	The curriculum and teacher planning fails to meet the needs of pupils or particular groups
3.3 demonstrate a critical 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	The teaching of reading, writing, communication and mathematics is highly effective. Every opportunity is taken to develop crucial skills including literacy and numeracy.	The teacher plans very effectively to develop a range of skills in literacy and numeracy.	Communication skills including reading and writing, and mathematics are taught inconsistently .	Pupils cannot communicate, read, write or use mathematics as well as they should.
3.4 if teaching early reading demonstrate a clear understanding of systematic synthetic phonics	The teaching of reading, writing, communication and mathematics is highly effective	The teacher plans very effectively to develop a range of skills in literacy and numeracy	. Communication skills including reading and writing, and mathematics are taught inconsistently .	Pupils cannot communicate, read, write or use mathematics as well as they should
3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	. The teaching of reading, writing, communication and mathematics is highly effective	The teacher plans very effectively to develop a range of skills in literacy and numeracy	Communication skills including reading and writing, and mathematics are taught inconsistently .	Pupils cannot communicate, read, write or use mathematics as well as they should

Teacher Standard				
4. Plan and teach well structured lessons:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
4.1 impart knowledge and develop understanding through effective use of lesson time	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding.	Teachers use their well developed subject knowledge and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	Work is monitored lessons. General misconceptions are picked up and plans adjusted, but this is not always timely or relevant and this slows learning for some pupils.	Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress.
4.2 promote a love of learning and children's intellectual curiosity	Excellent subject knowledge is applied consistently to challenge and inspire pupils.	Subject knowledge is generally strong is used to enthuse and challenge most pupils and contributes to their good progress.	Subject knowledge is secure. Pupils show interest in their work and are making progress broadly in line with their capabilities.	Subject knowledge is insecure and teaching fails to promote the pupils' learning, progress or enjoyment.
4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Appropriate and regular homework contributes very well to pupils learning.	Appropriate and regular homework contributes well to pupils' learning.	Appropriate homework is set and contributes reasonably well to learning.	Homework is not set regularly
4.4 reflect systematically on the effectiveness of lessons and approaches to teaching	Teachers plan astutely and set challenging tasks.	Teachers their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.	Regular and accurate assessment informs planning which generally meets the needs of all groups of pupils.	Assessment takes too little account of the pupils' prior learning or their understanding of tasks.
4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks	Teachers use their well developed subject knowledge to plan effectively and set challenging tasks.	Subject knowledge is secure and planning is adequate.	Teaching fails to promote the pupils' learning, progress or enjoyment.

Teacher Standard				
5.Adapt teaching to respond to the strengths and needs of all pupils:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Tasks are challenging and accurately match the pupils' needs. Support from other adults is precisely targeted.	Strategies and appropriately targeted support and interventions match most pupils' needs. Other adults' support is well focused and makes a significant contribution to the quality of learning.	Strategies ensure that the individual needs of pupils are usually met. Support provided by other adults is effectively deployed.	Activities are not sufficiently well match to the needs of pupils so they make inadequate progress. Other adults are not well deployed do not make a contribution to learning.
5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	The teacher uses information from frequent assessment to anticipate where and when to intervene. These interventions have a notable impact on learning.	The teacher regularly listens astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning.	Work is monitored in the lesson. General misconceptions are picked up and plans adjusted, but this is not always timely or relevant and this slows learning for some pupils.	Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress.
5.3 demonstrate and 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	The teacher uses information from frequent assessment to anticipate where and when to intervene. These interventions have a notable impact on learning.	The teacher regularly listens astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning	Work is monitored in the lesson. General misconceptions are picked up and plans adjusted, but this is not always timely or relevant and this slows learning for some pupils.	Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress.
5.4 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.	Tasks are challenging and accurately match the pupils' needs. Support from other adults is precisely targeted.	Strategies and appropriately targeted support and interventions match most pupils' needs. Other adults' support is well focused and makes a significant contribution to the quality of learning.	Strategies ensure that the individual needs of pupils are usually met. Support provided by other adults is effectively deployed.	Activities are not sufficiently well match to the needs of pupils so they make inadequate progress. Other adults are not well deployed do not make a contribution to learning.

Teacher Standard				
6. Make accurate and productive use of assessment:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Pupils' understanding is systematically and effectively checked	Progress is assessed regularly and accurately	Assessment is careful but not rigorous enough and there may be unnecessary repetition of work and tasks do not fully challenge pupils.	Assessment is not matched to subject criteria or the needs of statutory assessment.
6.2 make use of formative and summative assessment to secure pupils' progress	The teacher uses information from frequent assessment to anticipate where and when to intervene. These interventions have a notable impact on learning.	The teacher regularly listens astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and explanations to improve learning.	Work is monitored in the lesson. General misconceptions are picked up and plans adjusted, but this is not always timely or relevant and this slows learning for some pupils.	Assessment is not used to help pupils improve.
6.3 use relevant data to monitor progress, set targets and plan subsequent lessons	Teachers are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these.	As a result of good assessment procedures, teachers plan well to meet the needs of all pupils.	Assessment is careful but not rigorous enough and there may be unnecessary repetition of work and tasks do not fully challenge pupils.	.Assessment takes too little account of the pupils' prior learning or their understanding and is not used effectively to help them improve
6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback	Marking and constructive feedback are frequent and of a consistently high quality. Pupils to know how to improve their work, encouraging high levels of engagement and interest	Progress is assessed regularly and accurately and the teacher discusses assessments with pupils so that they know how well they have done and what they need to do to improve. Marking is regular	Pupils are informed about their progress and how to improve through marking and dialogue that is usually timely and encouraging.	Marking is minimal Assessment is not used to help pupils improve.

Teacher Standard				
7.Manage behaviour effectively to ensure a good and safe learning environment:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy	Pupils make an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of dignity and respect. They have excellent and enthusiastic attitudes to learning, enabling the lesson to proceed without disruption.	Pupils including those with identified behavioural difficulties, respond well to the school's behaviour strategies, which the teacher applies consistently.	Pupils respond promptly to teachers' direction and work co-operatively with each other. The school's behaviour management procedures are clear and usually applied but some inconsistencies may exist and low level disruption may occur occasionally.	Pupils' lack of engagement and persistent low level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.
7.2 have high expectations of behaviour, and establish an framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Teaching promotes high levels of resilience, confidence and independence when pupils tackle challenging activities.	Teaching generally promotes pupils resilience, confidence and independence when tackling challenging activities.	Pupils respond promptly to teachers' direction and work co-operatively with each other.	Pupils' lack of engagement and persistent low level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Teaching promotes high levels of resilience, confidence and independence when pupils tackle challenging activities.	Teaching generally promotes pupils resilience, confidence and independence when tackling challenging activities.	The school's behaviour management procedures are clear and usually applied but some inconsistencies may exist and low level disruption may occur occasionally.	Pupils' lack of engagement and persistent low level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	All learners thrive in an atmosphere of dignity and respect.	Pupils, respond well to the school's behaviour strategies, which the teacher applies consistently.	Pupils respond promptly to teachers' direction and work co-operatively with each other.	As above

Teacher Standard				
8.Fulfill wider professional responsibilities:	Exceptional Performance	High Performance	Requiring Improvement	Failing to meet the standard
8.1 make a positive contribution to the wider life and ethos of the school	They contribute very well pupils' spiritual, moral, social and cultural development. Highly ambitious for the school and leads by example.	Provides a broad range of experiences that contribute well to pupils' spiritual, moral, social and cultural development. Consistently communicates high expectations and ambition,	Reasonable steps are taken to promote pupils' spiritual, moral, social and cultural development. Mostly committed to the drive and ambition demonstrated by key leaders.	There are important weaknesses in the promotion of pupils' spiritual, social, moral and cultural development.
8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Highly effective at developing professional relationships which contribute very well to pupils' achievement and their well-being.	Usually effective at developing professional relationships which contribute to positive benefits for pupils' achievement and well-being.	Usually works well with colleagues and professional relationships make an adequate contribution to pupils' achievement and well-being.	Professional relationships are insufficiently developed and advice and specialist support is not drawn on effectively.
8.3 deploy support staff effectively	Support from other adults is precisely targeted	Other adults' support is well focused and makes a significant contribution to the quality of learning	Support provided by other adults is effectively deployed.	Other adults are not well deployed do not make a contribution to learning.
8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Maintains a relentless focus on improving teaching and learning, resulting in teaching that is likely to be outstanding and is at least consistently good.	Demonstrably work to monitor and improve teaching and as a result teaching is improving with much that is good.	Planned actions are improving the quality of teaching so that very little is inadequate.	Despite remedying a few small areas of weakness, perhaps recently, improvements are fragile, too slow or depend on external support.
8.5 communicate effectively with parents with regard to pupils' achievements and well-being	The teacher uses highly successful strategies for engaging parents and carers to the very obvious benefit of pupils.	The teacher communicates swiftly and successfully gains the full confidence of parents/carers.	The teacher generally communicates effectively, thus gaining the confidence of parents/carers.	Parents/carers raise major and/or well founded concerns.