

Moving from Good to Outstanding in the core Teachers' Standards

N.B. This document is intended as supporting guidance not as assessment criteria. It should be used as part of student teacher / mentor discussions to plan development strategies and activities.

The Teachers' Standards and how to evidence them at an Outstanding Level	
8. Fulfil wider professional responsibilities	
An Outstanding Trainee will:	
<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. 	
Teachers' Standard sub headings:	
a) make a positive contribution to the wider life and ethos of the school	
Strategies	<ul style="list-style-type: none"> • The school's wider life - be consistently proactive and make a positive contribution to the wider life and ethos of the school. Volunteer for things and get involved. • Be proactive – ask what you can help with e.g. extra-curricular activities, organisation of church services, collective worship, school plays, sports day, educational visits etc. Make yourself available in practical ways such as consistently supporting the class teacher with playground duties.
b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
Strategies	<ul style="list-style-type: none"> • Good relationships – have professional relationships with colleagues which are consistently effective. • Communicate - consistently and effectively consult with colleagues as appropriate, knowing when and how to draw on their advice and specialist support. Ensure you communicate effectively with your TA both verbally and using the planning sheet. • Know the boundaries – be friendly but recognise your place in the school and think about appropriate contact with your class teacher and/or mentor. Ask them what they are happy with in terms of weekend contact, phone, text or email etc • Use your initiative - know when to seek help and when to make a decision. Remember that you are nearing the end of your training and you will soon have your own class. • CPD- Ask if you can attend school CPD events and consider how you can use your own CPD time to access specialist support • Reflective weekly meetings – Seek further feedback advice and support • Say thank you – it's simple and will be well-received if you mean it.
c) deploy support staff effectively	

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Strategies	<ul style="list-style-type: none"> • Other adults - consistently and effectively deploy support staff to maximise the learning of all pupils. • Don't forget the TA – other adults need to feel valued and you should talk to them and provide them with planning and expectations in good time, preferably at least the day before. Do not routinely place the TA with lower ability groups • During the lesson – utilise other adults during the lesson as much as you can. Try to avoid times of passivity. They might be able to help you with your assessment for example. • Work together - Share planning in advance, involve support staff in planning and assessment and seek their contributions.
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
Strategies	<ul style="list-style-type: none"> • Personal responsibility - be consistently proactive in taking full responsibility for improving your own teaching through professional development. • Taking advice - effectively use the advice and guidance offered by colleagues to secure improvements in practice. • Be responsive – listen carefully and actively, take notes, resolve to address areas for development. • Plan CPD - seek opportunities to see good practice in areas you need to make progress in • Evaluate and reflect carefully and use the your reflective weekly meetings productively.
e) communicate effectively with parents with regard to pupils' achievements and well-being.	
Strategies	<ul style="list-style-type: none"> • Parents - proactively and consistently communicate effectively with parents and carers about pupils' achievements and well-being. Follow the school policy. • Talk to the parents and carers – make a point of going onto the playground or meeting parents at the door and speaking to them. • Seek out parents and carers - share good news about their children. Develop ways to communicate with parents through the use of newsletters and class blogs. Present opportunities for interaction with parents through possible show case events? • Parents' Evening – if you have the opportunity, go along and join in • Written reports – offer your services or try writing a report but do not give this to a parent unless the class teacher or head teacher has seen it and allows it.

TS7 in the Foundation Stage	
Strategies	<ul style="list-style-type: none"> • Planning for adults – plan strategically for adults to promote very secure learning for all pupils. • Communication - excellent communication with colleagues, outside agencies, parents and carers. • Adult interventions support and develop thinking and learning very effectively. • Teamwork – be part of a strong team. Offer suggestions in team meetings as well as responding to other people's ideas. • Show willing – offer to help in resourcing and setting up provision areas or supplying resources for others to use.

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Potential CPD Opportunities on SE

- Take opportunities to speak to staff members
- Ask if there is anything extra you can do in your classroom or the wider life of the school
- Be proactive and creative in finding ways to be helpful in order to develop your skills as a team member and potential leader with responsibilities and oversight of others