



مدرسة سنت كريستوفر
St Christopher's
School Bahrain

Standards For Teachers*

* Adapted from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf



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1 Exceptional Expectations

Set high expectations which inspire, motivate and challenge students

- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- model consistently the positive attitudes, values and behaviour that are expected of learners
- establish a safe and stimulating environment for students, rooted in mutual respect

2 Outstanding Outcomes

Promote excellent progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of and build upon students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

3 Curriculum Cohesion

Demonstrate excellent subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, oracy and the correct use of English, whatever the teacher's specialist subject or year group
- take full responsibility for the continuous development of the curriculum within your team. This includes the vertical and horizontal alignment of knowledge, skills, understandings and dispositions
- make significant contributions to and take full responsibility for the written curriculum as defined by the school
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s) or year group

4 Pedagogy and Planning

Plan and teach well structured lessons that meet the needs of all students

- impart relevant knowledge, skills and develop students' understanding through highly effective use of lesson time
- promote a love of learning and of students' intellectual curiosity



- set homework (where appropriate), plan and contribute to other out-of-class activities to consolidate and extend the knowledge, skills and understanding students have acquired
- model the dispositions and values that are reflected in the School's curriculum, mission and vision
- continuously reflect systematically on the effectiveness of lessons and approaches to teaching and make adjustments where necessary
- Use high-quality resources to help students learn and ensure that knowledge is clear and accessible.

5 Individualised Intent

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches that enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these factors
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, 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.

6 Accurate Assessment

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas according to the school's assessment policy
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, where appropriate, and encourage students to respond to the feedback

7 Respectful Relationships

Create a safe and secure environment for all students to flourish. Establish positive relationships with all students based on mutual respect

- have clear boundaries and sensible routines in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy
- create a stimulating and engaging physical space in which students learn
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in line with the School's behaviour policy



- manage classes effectively, using approaches which are appropriate to students' needs in order to engage and motivate them
- maintain excellent relationships with students and act decisively when necessary
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

8 Professional Profile

A teacher is expected to demonstrate consistently high standards of personal and professional conduct

- 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
- be fully engaged in the school's Professional Development Portfolio process
- communicate effectively with parents with regard to students' achievements and well-being
- show tolerance of and respect for the rights of others
- maintain a professional regard for the ethos, policies and practices of the school, and high standards in attendance and punctuality