

## Moving from Good to Outstanding in the core Teachers’ Standards –TS7

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	
TS7. Manage behaviour effectively to ensure a good and safe learning environment	
<b>An Outstanding Trainee will:</b>	
<ul style="list-style-type: none"> <li>• have very clear and consistent expectations for excellent behaviour and learning behaviours.</li> <li>• be proactive in creating their own strategies and critically reflect on these.</li> <li>• use of a wide range of positive behaviour management strategies throughout including imposing sanctions effectively, consistently and fairly as appropriate.</li> <li>• keep pupils motivated and engaged throughout.</li> <li>• act in accordance with the school’s behaviour policy</li> </ul>	
<b>Teachers’ Standard sub headings:</b>	
<b>a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy</b>	
Strategies	<ul style="list-style-type: none"> <li>• <b>Taking responsibility</b> - take responsibility for and have the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;</li> <li>• <b>Be encouraging</b> - actively encourage pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation</li> <li>• <b>Be assertive as required</b> – show that you can effectively tackle bullying, including cyber and prejudice-based (including homophobic) bullying.</li> <li>• <b>Clear expectations</b> - establish expectations from the beginning of placement</li> <li>• <b>Consistency</b> - apply expectations at all times and in all situations</li> <li>• <b>Be prepared</b> - know how to approach specific bullying sensitively and in relation to the school’s policy</li> </ul>
<b>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</b>	
Strategies	<ul style="list-style-type: none"> <li>• <b>Sustain expectations</b> - consistently sustain high expectations of behaviour.</li> <li>• <b>Be aware of the school’s policy</b> - establish and maintain or apply the school’s framework for discipline consistently and fairly, using a wide range of effective strategies.</li> <li>• <b>Be creative</b> - introduce and consistently use own systems in line with school’s policy but with some creativity</li> <li>• <b>Fairness</b> - show fairness in implementing rewards and sanctions with an awareness of the needs of individual children and the appropriateness of rewards and sanctions</li> <li>• <b>Refer to guidance from seminars</b> - consider employing the ‘ABC model’ for children who have specific needs in terms of their behaviour in order to plan effectively</li> </ul>
<b>c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</b>	

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Strategies	<ul style="list-style-type: none"> <li>• <b>Inspire</b> - consistently manage a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.</li> <li>• <b>Plan carefully</b> - plan and deliver inspiring lessons which engage interest and encourage children to focus on learning</li> <li>• <b>Encourage personal satisfaction</b> - highlight the intrinsic rewards associated with good behaviour and learning</li> <li>• <b>Access useful information</b> - know which children have IEPs or profiles and implement these according to the school's expectations</li> <li>• <b>High expectations</b> Consider how TS7 links to TS1 in terms of motivating and inspiring learners</li> <li>• <b>Reflection</b> - Evaluate lessons carefully and discuss in your weekly reflective meetings.</li> </ul>
<b>d) maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.</b>	
Strategies	<ul style="list-style-type: none"> <li>• <b>Relationships</b> - consistently demonstrate effective professional relationships with pupils exercising appropriate authority; acts decisively when necessary.</li> <li>• <b>Modelling</b> - model positive communication and respect</li> <li>• <b>Respect</b> - demonstrate that all pupils are valued</li> <li>• <b>Employ the voice of authority as required</b> - maintain an appropriate teacher/pupil relationship which allows for an authoritative stance when required</li> </ul>

### TS7 in the Foundation Stage

Strategies	<ul style="list-style-type: none"> <li>• <b>Consistency</b> - clear and consistent expectations for excellent behaviour appropriate to Early Years practice.</li> <li>• <b>Create your own strategies</b> - proactive use of a range of positive behaviour management strategies, which promote emotional well-being and are developmentally appropriate.</li> <li>• <b>Be positive</b> - emphasis on positive behaviour management in all situations and communication with the children with good practice modelled</li> <li>• <b>Teamwork</b> - involve all adults in behaviour management strategies for consistency</li> <li>• <b>Knowledge of the children</b> – make a point of getting to know the individuals well and respond accordingly to their needs. This may mean some one-to-one time.</li> <li>• <b>Be aware</b> - awareness of all children in class time and accessing provision areas</li> <li>• <b>Safeguarding responsibilities</b> - mindful of safeguarding issues in relation to behaviour</li> </ul>
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### Potential CPD Opportunities on SE

<ul style="list-style-type: none"> <li>• Observe other teachers e.g. make planned use of CPD time to see good practice</li> <li>• Observe children in different classes</li> <li>• Visit other schools</li> <li>• Speak to staff members</li> <li>• Ask for ongoing feedback from your class teacher/mentor in relation to your own progress</li> <li>• Check school behaviour policy</li> <li>• Research range of strategies through reading and refer to university modules</li> <li>• Be proactive and creative in finding ways to extend your knowledge and understanding of behaviour management in order to develop your skills.</li> </ul>
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