

Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 	<p>Develop as a professional, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</i> • <i>Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Strengthening pedagogical and subject knowledge by participating in wider networks.</i> • <i>Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.</i> • <i>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i> • <i>Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i> • <i>Engaging critically with research and using evidence to critique practice.</i> <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</i>

6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

7. Engaging in high-quality professional development can help teachers improve.

- *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.*
- *Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.*
- *Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.*
- *Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).*
- *Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.*
- *Preparing teaching assistants for lessons under supervision of expert colleagues.*

Manage workload and wellbeing, by:

- *Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.*

- *Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).*

- *Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).*

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.