

## Professional behaviours (Standard 8 – Fulfil wider professional responsibilities)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration</li> <li>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</li> <li>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</li> <li>4. building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success</li> <li>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</li> <li>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</li> <li>7. Engaging in high-quality professional development can help teachers improve.</li> </ol>	<p><b>Develop as a professional, by:</b></p> <ul style="list-style-type: none"> <li>• <i>engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice</i></li> <li>• <i>strengthening pedagogical and subject knowledge by participating in wider networks</i></li> <li>• <i>seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment</i></li> <li>• <i>engaging critically with research and discussing evidence with colleagues</i></li> <li>• <i>reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i></li> </ul> <p><b>Build effective working relationships, by:</b></p> <ul style="list-style-type: none"> <li>• <i>contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school</i></li> <li>• <i>seeking ways to support individual colleagues and working as part of a team</i></li> <li>• <i>communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling</i></li> <li>• <i>working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching</i></li> <li>• <i>sharing the intended lesson outcomes with teaching assistants ahead of lessons</i></li> <li>• <i>ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher</i></li> <li>• <i>knowing who to contact with any safeguarding concerns.</i></li> </ul> <p><b>Manage workload and wellbeing, by:</b></p> <ul style="list-style-type: none"> <li>• <i>using and personalising systems and routines to support efficient time and task management</i></li> <li>• <i>understanding the right to support (e.g. to deal with misbehaviour)</i></li> <li>• <i>collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)</i></li> <li>• <i>protecting time for rest and recovery.</i></li> </ul>
<p><b>Notes</b>  <i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p>	

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

*Source: Dfe ITT core content framework and Early Career Framework (2019)*