



Staff Code of Conduct

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Model Code of Conduct for Staff Employed in ONE Trust

1. Scope

This Model Code of Conduct is recommended for consideration and adoption by the governing bodies of Community, Voluntary Controlled, Voluntary Aided and Foundation / Trust Schools. It is also recommended for consideration by boards of trustees of Academies, Multi-Academy Trusts (MATs), Free Schools, Studios Schools etc.

2. Purpose

The people of Newcastle upon Tyne are entitled to expect high standards of conduct from all employees including those who work in schools. This code of conduct has been drawn up by the local authority in consultation with school governors, head teachers and staff representatives. It outlines the rules that apply to staff employed in schools and provides guidance to help keep to them. Individual schools may have additional rules and these will be brought to the attention of all employees. The code sets out the minimum standards that are expected of employees and provides a framework that will help to prevent misunderstandings or criticism.

3. Roles and Responsibilities

- **Board of Trustees:** This body has a general role in ensuring that appropriate standards of conduct are established and maintained. Members of the local governing body / board of trustees may also be involved in dealing with specific declarations made by employees under the code.
- **Head Teacher:** The head teacher is responsible for ensuring that staff are made aware of the Code of Conduct as part of their induction programme. They will also consider declarations made by the employees under the code and will ensure appropriate action is taken to deal with any alleged breaches.
- **Employees:** All staff employed at the school are required to keep to the standards of this code and carry out their duties honestly and fairly. Failure to do so is a serious matter and could result in disciplinary action including dismissal. Staff should therefore read the document carefully and if they have any queries contact their immediate line manager or head teacher.

4. Policy statement

The school, MAT and Local Authority endorses the Seven Principles of Public Life proposed by the Committee on Standards in Public Life chaired by Lord Nolan. These are:

- **Selflessness**

People who work for the public should take decisions by thinking only of the public interest. They should not do so in order to gain any benefits for themselves, their family or their friends.

- **Integrity**

People who work for the public should not put themselves under any financial or other obligation to any outside person or organisation that might influence them in carrying out their official duties.

- **Objectivity**

In carrying out public duties, including making public appointments, awarding contracts, or recommending individuals for rewards or benefits, choices should only be made on merit.

- **Accountability**

Those working for the public must answer for their decisions and actions to the public and be open to whatever questioning is appropriate to their job.

- **Openness**

People who work for the public should be as open as possible about and give reasons for decisions and actions they take. They should restrict information only when the wider public interest clearly requires this.

- **Honesty**

Those working for the public have a duty to declare any private interests to do with their public duties. They must resolve any possible conflicts of interest in a way which protects the public interest.

- **Leadership**

People who work for the public should promote and support these principles by leadership and example.

The governing body / board of trustees also expect employees to operate in accordance with the codes of conduct provided by their relevant professional body.

5. General Standards

- All employees are expected to give the highest possible standard of service to the people of Newcastle upon Tyne and to carry out their duties honestly and fairly.
- All employees must report to their head teacher, or in the case of an allegation against the head teacher, the chair of governors / chair of the board of trustees, anything illegal, improper or a breach of procedure. Employees will not be penalised for doing this as long as they act in good faith. The head teacher, or chair, must record, investigate and take appropriate action on such reports.
- It is not enough for people working for the public to avoid doing wrong. All employees should avoid anything which could give the impression or appearance of doing wrong.

6. General Professional Standards of Behaviour

- staff must model high standards of conduct in order to encourage students to do the same. This includes calm responses to confrontation, diffusion techniques, respect, courtesy, empathy and patience;
- staff must act in a fair, reasonable, courteous and mature manner to students, colleagues and other school users;
- staff must take reasonable care of students under their supervision to ensure their safety and welfare;

- staff must inform the appropriate person if they believe that a colleague is behaving in a way that compromises the safety or well-being of a child;
- An adult working in or on behalf of the school may have acted in a way that does not meet the expectation in the staff code of conduct, including conduct outside of school and does not meet the allegations criteria or is not considered serious enough to refer to the LADO. Such behaviour can exist on a wide spectrum; examples could include, but are not limited to:
 - Being over friendly with children
 - Having favourites
 - Taking photographs of children on their mobile phone
 - Using inappropriate language or tone

Low-level concerns about a member of staff should be reported immediately to the DSL/headteacher. If the concern is reported to the DSL, the headteacher should ultimately be informed and make any final decisions on how to respond. Where the concern is about the DSL it should be reported to the headteacher and where it is about the headteacher it should be reported to the chair of the local governing body and the Chief Executive Officer. Low-level concerns about a supply teacher or contractor should be reported as above.

- staff must respect the rights and opinions of all school users;
- staff must co-operate, liaise and work with colleagues, as appropriate, to ensure students receive a good educational service;
- staff should adopt a positive attitude to school, the achievement of quality and equality, particularly in communication with the people outside the school;
- staff must recognise the professional boundaries expected of their behaviour towards students. They must not therefore share personal information, become overly familiar or involve students in emotional situations where it is not appropriate;
- staff must not socialise with students outside of school - this includes contact on social networking sites;
- staff must not engage in inappropriate use of social network sites which could bring themselves or the school into disrepute. Staff must exercise extreme caution when using information technology especially when using social networking sites. Any comments made on such sites that are likely to bring the school or students into disrepute will be deemed unacceptable behaviour. Comments regarding students or school business must not be made on social networking sites and staff who do so may be subject to disciplinary action. If staff have any queries regarding this area they must speak to the head teacher.

Members of staff's off-duty time / hours are their own private concern. However, staff must not:

- put themselves in a position where their duty and private interests seriously conflict;
- or
- do anything which could seriously adversely affect their suitability to carry out their duties, which could damage the reputation or standing of the school, or could bring the school into disrepute,

- staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money as well as the use of school property and facilities etc;
- staff must present a professional image of the school through appropriate standards of dress and appearance whilst at work. Staff should always dress in a manner that befits the professional role that they have;
- staff must take responsibility for the behaviour and conduct of pupils in the classroom, as appropriate, and share such responsibility elsewhere on school premises;
- staff should attend work unless they are off work due to sickness or for other authorised reasons, and must not come into school if they are adversely influenced by drugs, alcohol etc;
- staff not able to arrive at work at their normal start times, because of being delayed, should make every reasonable effort to contact school management as soon as possible to notify them of this;
- staff must notify school management of sickness absences as soon as possible on the first day of sickness absence, in accordance with school's sickness absence procedure;
- staff wishing to take authorised leave of absence from work - either paid or unpaid - must contact school management and seek authorisation prior to taking time off work – unless there are exceptional circumstances;
- staff should be familiar with job requirements (eg proper preparation, use of suitable methods/systems, maintenance of appropriate/required records, etc), including keeping up-to-date with developments relevant to the job.
- staff should be familiar with communication channels and school procedures applicable to both pupils and staff;
- staff must ensure all assessments/exams/tests are conducted in a fair and proper (prescribed) manner in accordance with relevant procedures and these are strictly adhered to and appropriate confidentiality and security etc is in operation;
- staff should take all reasonable precautions to avoid putting themselves at risk of allegations of unprofessional conduct. If they are concerned this could happen (or may have already happened) they should report their concerns to the head teacher straight away.
- in addition, teachers are also required to work in accordance and meet the Teachers' Standards. (These are the standards for use in schools introduced by the government in 2012.) These standards are set out in Annex F.

Serious criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are very likely to be regarded as unacceptable and could jeopardise the employee's employment at the school.

This list is not exhaustive and further information about standards of behaviour are contained in other school policies and procedures. This includes dignity at work policy, disciplinary procedure, safeguarding procedure and social media policy.

7. Safeguarding welfare of children and young people

- All staff are required to work within the statutory guidance 'Keeping children Safe in Education' and any additional guidance provided by the school. This aims to safeguard children and young people and reduce the risk of staff and other adults in schools being falsely accused of improper or unprofessional conduct.
- Staff receiving information about allegations of child abuse should report such information to the head teacher, as set out in the school's Child Protection / Safeguarding Policy. If the allegations are against the head teacher, the information should be reported to the chair in accordance with the school's Procedure for Dealing with Allegations of Abuse Made Against Staff, Volunteers and Agency Workers.

8. Disclosure of Information / Confidentiality

- The law requires that certain types of information must be open to councilors, governors, trustees, auditors, government departments, service users and the public. An employee should always check first with the head teacher if they are in any doubt as to whether the particular information should be released. The head teachers of locally maintained schools may wish to seek advice from the Local Authority, if appropriate.
- Employees must not use any information they get in the course of their employment for personal gain or benefit. They must not pass information on to others who might use it for their own gain.
- Employees must only give confidential information or documents to those who have a legitimate right to them. They can only give information stored on computer systems in accordance with the requirements of the Data Protection Act 1984, as described in Annex A.
- Employees should maintain the appropriate levels of confidentiality with respect to student and staff records and other sensitive matters. They should take care not to discuss issues of particularly sensitive matters within the school community which could cause distress to school staff, pupils or parents.
- Where staff have access to confidential information about students or their parents/carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student and for whom it is necessary that they are informed.
- All staff are likely to witness actions which need to be kept confidential; this needs to be reported and dealt with in accordance with the appropriate school procedures. It must not be discussed outside of the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- If any employee has any queries regarding the confidentiality of school information or whether the information should be disclosed to a particular person or party the employee should raise the matter with their line manager or head teacher. All school business must be dealt with in an appropriate, professional manner. Breaches of confidentiality may be subject to disciplinary action.
- Employees other than the head teacher should not make statements directly to the press or other media without first obtaining the approval of the head teacher, except in the case of trade union representatives who are communicating with the media in that role. Head teachers should consult with their chair of governors / chair of

trustees before making statements to the press or other media on major policy issues.

9. Political neutrality

- Employees serve their governing body / board of trustees as a whole and must treat all governors / trustees equally and make sure that their individual rights are respected.
- Employees must not allow their own political opinions to interfere with their work.
- Employees may not display political posters, including election material, in areas of school premises (or Local Authority buildings, if appropriate) which the public has access to. Trade union representatives may display trade union/association views on current issues on the appropriate authorised notice boards within the school.
- Where political views are brought to the attention of pupils within the school or during extracurricular activities they should be in the form of a balanced presentation of opposing views and in accordance with appropriate school policies / practices.

10. Relationships

- **With governors / Trustees:** Mutual respect between employees and governors / trustees is essential to good school governance. An employee who believes that a governor / trustee has acted improperly towards them may report the matter to their head teacher who will take appropriate action.
- **With the local community and service users:** Employees are expected to be polite, efficient, fair and impartial when they provide services to all groups and individuals within the community they serve.
- **With contractors and suppliers:** All relationships of a business or personal nature outside work with external contractors or suppliers must be declared to the head teacher at the earliest opportunity on form CCES.1. Orders and contracts must be awarded on merit and no special favour should be shown to anyone.

A personal relationship covers: your partner (i.e. your spouse, civil partner or anyone whom you live with, in a similar capacity); your parent or parent-in-law; any child, stepchild or sibling of you or your partner; your grandparent, grandchild, aunt, uncle, nephew or niece; and the partners of any of those people.

An employee is deemed to have a 'close association' with someone if the relationship is such that a reasonable member of the public might think the employee would be prepared to favour or disadvantage that person when deciding or influencing a matter which affects them.

11. Recruitment and other employment matters

- Employees involved in appointing people to posts should ensure that they follow the school's Recruitment and Selection Code of Practice.
- In order to avoid any possible accusation of bias, employees must not be involved in any appointment where they are related to or have a close personal relationship outside work with the person applying. Staff shall disclose to the head teacher on form CCES.2 any relationship with any person who they know is an applicant for a post at the school.

- Employees should not be involved in, or try to influence, decisions relating to discipline, promotion or pay for any employee who is a relative or with whom they have a close personal relationship outside work.

12. Commitments outside work

- Teaching staff or support staff graded above N6 (or its equivalent) may not carry out any other business or take up any additional employment (or work for which they receive payment) without the permission of the governing body / board of trustees. Employees should complete form CCES.3 and submit it to the head teacher. The governing body / board of trustees will not unreasonably prevent staff carrying out other employment. However this employment must not, in the view of the governing body / board of trustees, conflict with its interests and specific conditions may be laid down.
- Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.

The following conditions apply to all employees regarding their commitments outside work:

- employees must not carry out private work (whether paid or unpaid) relating to the school (or Local Authority, if appropriate) without permission from the head teacher;
- employees must not carry out any work related to a private interest (including taking or making telephone calls) during normal working hours;
- an employee must not use the school's facilities or equipment or confidential information; and
- all approvals will be reviewed and may be withdrawn if thought necessary.

Some staff, particularly teachers, may wish to use their professional expertise to do other work, for example, examination marking or private tuition. It is recognised that this can be of value to the school. The governing body / board of trustees will not normally prevent employees from undertaking additional employment if it is satisfied that it does not conflict with the interests of or weaken public confidence in the school.

The provisions of this section are not intended to apply to trade union officers engaged in legitimate trade union duties and activities.

13. Personal interests

- Employees must declare to the head teacher on form CCES.4 any financial or non-financial interests that could conflict with the school's (or, if appropriate, the Local Authority's interests.)
- Section 117 of the Local Government Act 1972 requires employees to make a formal declaration about any contract with the school or Local Authority where they have a financial interest, as set out in Annex B. Employees should complete form CCES.5 and send this to the head teacher. Failure to comply with this is a criminal offence.
- Employees must not be involved in decisions about matters in which they have a personal interest.
- Employees must declare membership of any organisation that is not open to the public, does not have formal membership and has secrecy about rules, membership

or conduct. A definition of such an organisation is provided in Annex C. Employees should complete form CCES.6 and sent it to the head teacher or, in the case of the head teacher to the chair of governors / chair of trustees.

14. Equality

All members of the local community and employees have a right to be treated fairly and equally. Employees must follow the governing / trustees' body's policies on equalities.

15. Tendering procedures

- Employees involved in the tendering process or dealing with contractors should make sure that they know the separate roles of client and contractor. A summary of key legal conditions is provided in annex D.
- Employees must deal fairly and impartially with all customers, suppliers and other contractors and sub-contractors.
- Employees who access to confidential information on tenders or costs relating to contractors must not give that information to any unauthorised person or organisation.

16. Corruption

It is a serious criminal offence under the Bribery Act 2010 for employees to corruptly receive or give any gift, loan, fee, reward or advantage or to show favour or disfavour to any person. If an allegation is made it is for the employee to prove that any rewards have not been corruptly gained or given. A summary of the legal provisions appears in Annex E.

17. Use of financial resources

- Employees involved in financial activities and transactions must follow the school's financial regulations and guidance.
- They must use public funds in a responsible and legal way, try to make sure that the school provides value for money to the local community and avoid legal challenges to the school (or the Local Authority, if appropriate.)

18. Gifts and other benefits – refer to the ONE Trust Gifts, Hospitality and Anti-bribery Policy

19. Hospitality – refer to the ONE Trust Gifts, Hospitality and Anti-bribery Policy

20. Sponsorship

- The above rules relating to gifts and hospitality also apply where an outside organisation wishes to sponsor or is approached to sponsor a school activity. This may be by invitation, tender, negotiation or voluntarily. Employees should be particular careful when dealing with current or potential contractors.
- Any employee who, or whose partner or family member, would directly benefit from sponsorship of an activity by the school, must declare this on form CCES.5 and send it to the head teacher, or the chair of governors / trustees in the case of the head teacher.

- Employees must give impartial advice and avoid any conflict of interest where the school gives support in the community through sponsorship, grant aid or financial or other means.

21. Retention and access to declarations

- Declarations made on forms CCES 1 – 8 are subject to the retention periods and access categories set out below:

Declaration	Retention	Access
CCES1 Relationship with external contractor or supplier	Kept for 3 years after end of employment	Public access
CCES2 Relationship with candidate for employment	Kept for 3 years	Internal access
CCES3 Approval for outside interests or employment	Kept for 3 years after end of employment	Internal access
CCES4 Declaration of personal interests	Kept for 3 years after end of employment	Internal access
CCES5 Financial interest in contract	Kept indefinitely	Public access
CCES6 Membership of secret societies or organisations	Kept for 3 years after end of employment	Access controlled by monitoring officer
CCES7 Offers of gifts	Kept for 3 years	Public access
CCES8 Offers of hospitality	Kept for 3 years	Public access

- Public access is allowed in situations that can raise particular public concerns (since they relate to financial interests) and the public interest in being able to see that appropriate declarations are made and the extent to which employees have such relationships overrides the need to protect the personal privacy of employees.
- Internal access by governors / trustees or school auditor where declarations relate primarily to the personal interests of employee. This is to maintain a balance between public interest and privacy issues.
- The authority's monitoring officer (the Head of Democratic Services) controls access to declarations of membership of secret societies or organisations in the relation to

Community or Voluntary Controlled Schools. In relation to Voluntary Aided or Foundation Schools or academies or MATs this will normally be the chair of governors / chair of the board of trustees. Membership of these organisations is not unlawful. Disclosure is required so that the school can satisfy themselves on matters of propriety that may arise in connection with such organisations. Access will only be provided where the monitoring officer / chair of governors / chair of the board of trustees, as appropriate is satisfied that there are reasonable grounds for access in connection with investigations of a complaint or other legitimate concerns.


22. Relationship with other policies and procedures

- **Disciplinary Procedure:** This procedure should be used to deal with an allegation against a member of staff that they have acted in breach of this Code of Conduct.
- **Safeguarding / Child Protection Policy:** This sets out the school's arrangements for safeguarding the welfare of children and young people.
- **Procedure for Dealing with Allegations of Abuse Made Against Staff, Volunteers and Agency Workers:** This should be followed if the it is alleged that a member of staff, volunteer or agency worker has abused a child.

23. Monitoring and review

- Feedback is encouraged from governing bodies / boards of trustees and head teachers on the effectiveness of this code of conduct. It will be reviewed on a regular basis to ensure it is appropriate in light of recommended best practice and complies with employment law. In the event of any conflict with statute, the legal provisions will have precedence over this policy in all cases.
- Governing bodies / boards of trustees should monitor their application of this code of conduct, particularly to ensure that their practices comply with it and are not discriminatory.

Revision Record of Published Versions			
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HR Services	30 March 2007	1.0	Approved by Executive Director of Children's Services
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HR Services	Autumn 2014	2.0	Amended as per corporate policy update
HR Services	Spring 2017	3.0	General update and refresh
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ONE Trust	Autumn 2023	3.1	Approved by Trust Board
ONE Trust	Autumn 2024	4.0	Annual review
ONE Trust	Autumn 2025	5.0	Annual review

Signed by:		
Chair of Trustee Board	Helen Richardson	

Annex A

DATA PROTECTION ACT 1998 & GENERAL DATA PROTECTION REGULATION 2018

The Data Protection Act 1998 aims to protect the public from people not using their personal information correctly. The Information Commissioner oversees the Act but it is up to us and our staff to make sure we keep to the conditions of the Act.

The basic conditions of the Act are that personal information held on computer is:

- accurate;
- relevant;
- not excessive for the purposes registered; and
- held for no longer than is needed.

If you are going to give personal information to someone else, you must make sure that you do this according to the conditions of the Act and the conditions of registration. If you give out information regularly, you should make sure you are familiar with the relevant conditions. If you are in any doubt about the requirements of the Act, advice is available from the Council's Data Protection Officer.

The General Data Protection Regulation ('GDPR') takes effect from 25 May 2018 and was introduced to further harmonise and modernise and greatly enhance data protection procedures. The below is a brief summary of the Regulation.

Enforcement - The fines that may be imposed for breaches of the GDPR have been significantly increased depending upon the type of breach.

Consent - This concept has been restated and revised so that there is now a requirement for demonstrable consent by the individual. Consent in this context means clear affirmative action, and the consent should be informed, specific, unambiguous and given freely.

Accountability, Compliance and Governance - One of the key changes is the enhanced focus on accountability and governance which will require increased awareness of the GDPR requirement.

Enhanced rights of individuals - The rights of individuals as data subjects are strengthened and some new ones have been introduced:

- Right to be informed
- Right of access
- Right of erasure or rectification
- Right to data portability
- Right to object

Data Breach notification - A data breach is a breach of security leading to the destruction, loss, alteration, unauthorised disclosure of, or access to personal data. The GDPR introduces a requirement to notify the relevant supervisory authority of any data breach that is likely to result in a risk to the rights and freedoms of the individual affected.

Territorial Scope - The GDPR extends to the processing of personal data of data subjects in the EU by a controller or a processor who is not established or located in the EU if they offer goods or services to data subjects in the EU or if they monitor the behaviour of data subjects where that behaviour takes place in the EU.

The GDPR expands the definition of personal data beyond the previous Data Protection Act (1998) to also include information that could be used to indirectly identify individuals, such as ID numbers, location data and online identifiers including IP addresses and web cookies. Other examples include HR records, Health records, CCTV, client records etc.

The six key principles of the GDPR are that personal data shall be: Processed lawfully, fairly and in a transparent manner; Collected for specified, explicit and legitimate purposes; Adequate, relevant and limited to what is necessary; Accurate and, where necessary, kept up to date; Retained only for as long as necessary; and

Processed in an appropriate manner to maintain security.

If you have any queries regarding this matter you should speak to the person at school who has responsibility for data protection.

Annex B

Section 117 of Local Government Act 1972

1. If it an employee becomes aware that they have a direct or indirect financial interest in a contract which the school or local authority has entered into or intends to enter into, they must declare this immediately.
2. An employee must not accept any fee or reward other than their normal salary.
3. If an employee breaks either of the conditions shown above, they can be prosecuted and fined. The maximum fine is level 4 on the standard scale.

Annex C

Organisations to which rules about personal interests apply

Any lodge, chapter, society, trust or regular gathering or meeting, which:

- a) is not open to members of the public who are not members of that group;
- b) includes an obligation on the part of the member to make a commitment of allegiance to the lodge, chapter, society or gathering or meeting; and
- c) includes a commitment of secrecy about the rules, membership or conduct of the lodge, chapter, society, trust, gathering or meeting.

Freemasons are considered to come within this definition.

A lodge, chapter, society, trust, gathering or meeting is not to be regarded as a secret society if it forms part of the activity of a generally recognised religion.

Annex D

Local Government Competition Regulations

The following summarises some of the key principles to be observed:

All staff should:

- avoid acting in a way which restricts or prevents competition or is likely to have that effect;
- do nothing that would distort or inhibit competition; or
- treat outside bidders or contractors equally with the authority's direct service organisation. For example, information given to the direct service organisation about the work which is subject to competition must be made available to all bidders.

Annex E

THE BRIBERY ACT 2010

Under the Bribery Act 2010, it is an offence for you to:-

1. Bribe another person
2. Be bribed
3. Bribe a foreign public official

There is also a 'corporate offence' of failing to prevent bribery. Under this, the Council will be guilty of an offence if an "associated person" bribes someone else intending to obtain or retain business, or a business advantage, for the Council. "Associated persons" may include employees, agents and subsidiaries.

Annex F

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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 and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- 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.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.