



Nexus Education Schools Trust

Staff Code of Conduct

Date: September 2024

Review Date: September 2025

NEST Code of Conduct

This policy applies to all employees of Nexus Education Schools Trust. It does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. The Trust reserves the right to amend this policy at any time.

The Code of Conduct should be read in conjunction with the Trust's other policies including the Teaching Standards Part 2 which is attached to this document.

It is the responsibility of all those working with NEST and its academies to abide by the NEST Code of Conduct, and to make an annual declaration that they have read and understood various policies and have had the opportunity to ask questions about them.

It is the responsibility of the Academy Headteacher and other NEST managers as appropriate to:

- make their staff aware of NEST and local academy policies and procedures
- identify any actual or potential breaches of policy or misconduct or unprofessional behaviour, address them promptly, using informal procedures where possible, but implementing formal procedures where necessary.

Any employee who is found to have committed a breach of policy may be subject to disciplinary action.

The Trust requires high standards of conduct from all employees. This Code of Conduct is designed to provide guidance about what is expected of employees in their daily work and in their dealings with pupils, parents, carers and the wider community. Employees are reminded that the Code of Conduct applies whether the employee is officially "on duty" or not.

The Code of Conduct aims are to:

- Help all staff establish safe and responsive learning environments which safeguard children.
- Reduce the risk of adults being unjustly accused of unprofessional, inappropriate, or abusive conduct.
- Help staff to work safely to protect pupils and themselves.
- Ensure that all staff are aware of what is regarded as appropriate or inappropriate conduct and practice.
- Support the school leaders in setting clear expectations for all staff.

All employees are required to ensure that they understand these standards. Employees are responsible for reflecting on their own conduct and practice to ensure that they meet the standards required of them to encourage pupils to do the same. Failure to comply with the Code of Conduct may result in disciplinary action.

Seek Advice & Support

This guidance is not exhaustive and cannot provide specific advice for all situations. Therefore:

- If no specific advice, policies, or guidelines exist for a specific situation, or if you are unsure consult a senior leader.
- If you need to take a particular course of action in an unplanned circumstance, which may vary from policy or does not allow time for advice to be sought, record these actions with a senior leader.
- If at any time you are concerned that an action or comment by yourself may be misinterpreted or that a child behaves or makes a comment in a way that causes you concern in this respect, log your concerns immediately with the appropriate senior leader.
- If something changes in your situation outside school which may impact on your role within school, please discuss this with a senior leader.

All employees are required to comply with the following principles:

1. Demonstrate respect for diversity and promote equality

- 1.1 Act appropriately towards all pupils, parents, carers, colleagues, and visitors to the school showing tolerance and respect.
- 1.2 Understand and comply with the school's Equal Opportunities Policy. Challenge discrimination, bullying and stereotyping.
- 1.3 Uphold British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

2. Safeguard Pupils

- 2.1 Ensuring the welfare and safety of all pupils is paramount.
- 2.2 Work and behave safely and responsibly to fulfil your duty of care and do not abuse in any way your position of trust.
- 2.3 Respond to any concerns about a child's well-being that you may have or are brought to your attention in line with the Child Protection and Safeguarding Policy.
- 2.4 Work, and be seen to work, in an open and transparent manner.
- 2.5 Ensure that you have read and understood Part 1 and Annex B of the most current version of Keeping Children Safe in Education.
- 2.6 Report appropriately and confidentially any behaviour by colleagues that raises concern in line with the school Whistleblowing Procedures and Safeguarding and Child Protection Policy.
- 2.7 Be aware that if you feel a Safeguarding or Child Protection matter has not been dealt with effectively, you should raise it with the DSL or Deputy DSL to seek review or reconsideration.
- 2.8 If you feel that after this the concern persists, you can contact the Chair of your Local Committee and/or the MASH (Multi-agency Safeguarding Hub) or in cases about the behaviour of a member of staff the Local Authority Designated Officer.
- 2.9 If your circumstances change or there is an association that could raise a safeguarding concern, you have a duty to inform a senior leader.

3. Demonstrate honesty and integrity and uphold public trust and confidence in the school

- 3.1 Employees must maintain high standards of honesty, integrity and personal behaviour both in and outside of school to uphold the public trust of all schools within NEST, the local community and beyond.
- 3.2 All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct to maintain the confidence and respect of their colleagues, pupils and the public. An individual's behaviour or actions, either in or out of the workplace, should not compromise their position within the work setting or bring the school into disrepute. The misuse of drugs or alcohol, and acts of violence or threatening behaviour would be examples of such behaviour please refer also to the NEST Disciplinary policy.

4. Conflicts of Interest

- 4.1 All employees, volunteers and Local committee members have a duty to avoid personal interests or transactions that might influence their objective judgement and might conflict with the best interests of the Trust, their academy or its pupils.
- 4.2 A conflict of interest can occur when someone takes actions, or has interests, goals or obligations that may divide their loyalties and interfere with the impartial and productive performance of their duties. *Interests* include commercial, financial or political interests of employees (and Local committee members and trustees) or related parties¹.

- Examples of conflicts of interest might include:
 - the ownership, financial interest in, obligation to, or board membership of, a customer, supplier, other school or multi-academy trust, or other third party, including not-for-profit organisation, interacting with NEST
 - profiting personally, or assisting others to profit, from any advantage that might arise as a result of someone's position of authority, influence or access to confidential information

4.3 Conflicts must be resolved to the satisfaction of NEST as soon as possible. Where a potential or actual conflict of interest does arise, this must be disclosed and registered using the register of interests form available from the Central HR Team. Whilst all local committee members are required to complete this register annually, **employees are only required to declare an interest if it represents a conflict of interest** and after they have discussed it with their line manager.

5. Close personal relationships

5.1 A conflict of interest may also occur where there is a close personal relationship between two employees at NEST or with a prospective employee. A close personal relationship is defined as:

- employees who are married, dating or in a partnership or cohabiting arrangement
- immediate family members e.g. parent, child, sibling, grandparent/child
- other relationships e.g. extended family (cousins, uncles, in-laws), close friendships, business associates (outside the academy)

5.2 All employees are required to disclose a close personal relationship with a colleague or applicant for a position with NEST.

5.3 It is inappropriate for an employee to line manage or sit on an appointment panel for those with whom they have a close personal relationship. Employees must not be involved in any decisions relating to performance management, discipline, promotion or pay adjustment for anyone where there is a close personal relationship. Nor should they seek in any way to influence such decisions.

5.4 Where this situation does arise, the individual/s should inform their line manager as soon as possible, to enable advice to be taken, and their working arrangements considered appropriately. Any decision and subsequent action will be taken in full consultation with both parties and without unlawful discrimination.

6. Bribery and corruption

The Trust maintains a policy of zero-tolerance of any form of bribery. The Bribery Act 2010 defines bribery as giving or receiving a financial or other advantage in connection with the 'improper performance' of a position of trust, or of a function that is expected to be performed impartially or in good faith.

7. Protection of Trust assets

7.1 All employees and volunteers are expected to safeguard both the tangible and intangible assets of NEST, and to use them efficiently and appropriately in the interests of the Trust and all its stakeholders.

- **Tangible assets** include books and other teaching materials, photocopiers, printers, projectors, audio-visual equipment, computers, communication devices and networks, stationery, musical instruments, sports and other extra-curricular equipment, catering equipment, buildings, furniture, fixtures and fittings, and vehicles. Some personal administrative use of assets (such as internet and communication systems) may be inevitable, but such personal use should be kept to a very minimum and must in no event be in pursuit of personal opportunities or commercial gain.
- **Intangible assets** include the reputation of the academies, and of the NEST 'brand'. They also include confidential information, and intellectual property such as copyrights, patents, trademarks, and proprietary pedagogical or administrative methodologies, resources and materials developed by the Trust. All staff are required to uphold the highest standards of diligence, confidentiality, discretion, and loyalty to the Trust in protecting these intangible assets.

7.2 No commitment of the resources of NEST and its academies may be made without proper authorisation. All those with authority to make financial commitments on behalf of the Trust or for procurement or disposal of Trust assets must ensure that they are aware of and comply with NEST's Scheme of Delegation and Financial Procedures.

8. Sexual contact with children and young people and abuse of trust

8.1 A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour, which might be misinterpreted by others. Any incidents or behaviour with this potential should be reported.

8.2 Any sexual behaviour or activity, by an employee, local committee member or volunteer with or towards a child or young person is illegal. The same laws apply as with adults in relation to non-consensual sexual behaviour to protect children and young people. Specific legal provisions regardless of whether there is consent additionally protect where a person aged 18 or over is in a specified position of trust with a child or young person or under 18 years of age. The Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child/young person or to cause or incite that child to engage in or watch sexual activity.

8.3 Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. 'Working Together to Safeguard Children (2018)' defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

8.4 Employees, local committee members and volunteers must not have sexual relationships with pupils, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks/comments to, or about, a child or young person or discuss their own sexual relationships with or in the presence of pupils.

8.5 Employees, local committee members and volunteers should take care that their language or conduct does not give rise to comment or speculations. Attitudes, demeanour and language all require care.

8.6 There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person and manipulate that relationship so that sexual abuse can take place. Employees, local committee members and volunteers should be aware that conferring special attention without good reason or favouring a pupil has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

9. Infatuations and Crushes

9.1 A child or young person may develop an infatuation with an employee, local committee member or volunteer or another adult who works with them. An adult who becomes aware that a pupil may be infatuated with them or a colleague, must report this without delay so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously, and the adult should be careful to ensure that no encouragement of any kind is given to the pupil.

9.2 Examples of situations which must be reported include where an employee, local committee member or volunteer is concerned:

- that they might be developing a relationship with a pupil which could have the potential to represent an abuse of trust;
- that a pupil is becoming attracted to them or that there is a developing attachment or dependency
- that actions or words have been misunderstood or misconstrued by a pupil such that others might wrongly suspect an abuse of trust
- about the apparent development of a relationship by another employee, local committee member or volunteer, or receives information about such a relationship.

10. Communication with Children, Young People and Parents and Carers (including the Use of Information Technology)

- 10.1 Report to a senior leader any internet or other communication by a pupil, parent or carer as soon as possible.
- 10.2 Ensure that you understand and follow the school's Acceptable Use and Online policies.
- 10.3 Ensure that you understand and apply the maximum-security setting for any internet based social networking sites or systems.
- 10.4 Only use equipment e.g. mobile phones and email provided by school to communicate with pupils and parents and carers.
- 10.5 Only contact pupils and parents and carers for professional reasons and in accordance with school related policies.
- 10.6 Do not accept requests from pupils (regardless of age) or parents and carers to establish Social Networking links outside of the school procedures.
- 10.7 Do not give personal contact details to pupils or parents and carers, including mobile telephone numbers, personal email addresses or website / social networking sites.
- 10.8 During school hours, when pupils are on site, mobile phones must be locked away and only used in the staffroom or in a private office space.
- 10.9 Employees, local committee members and volunteers are responsible for what they communicate in social media and must be aware that what they have published might be read by Trust employees, pupils, the public, future employers and friends and family for a long time. Employees must ensure that their online profiles are consistent with the professional image expected by us and should not post material which damages the reputation of NEST, or which causes concern about their suitability to work with children and young people. Those who post material that may be considered inappropriate could render themselves vulnerable to criticism or allegations of misconduct, which may be dealt with under the NEST disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of NEST, such comments are inappropriate.

11. Social Contact

- 11.1 Make senior leaders aware of any ongoing community activities or social contact with pupils and their families. E.g. clubs, places of worship, sleepovers.
- 11.2 Do not accept any paid or unpaid work which involves tutoring or babysitting pupils from the school.
- 11.3 Be aware that you should ensure that your behaviour in social situations where you may be in the company of pupils, or their families, must not compromise your position or reputation as a member of staff. For example, quiz nights, school events.
- 11.4 Log any concerns you may have about contact with pupils and/or their families in the community or in your private life.
- 11.5 Advise senior leaders of any unplanned social contact you have had with a pupil.
- 11.6 Do not have social contact with pupils unless this is part of a family or established parental social or community arrangement.
- 11.7 Always maintain appropriate professional boundaries consistently with all pupils regardless of their age. For example, staff must not attend parties unless their child who attends the school is there.
- 11.8 Report and record any incidents or indications that suggest a pupil may have developed an infatuation with you or another adult.
- 11.9 Do not have sexual relationships with any pupil or parent or carer of a pupil or have any form of communication that would be interpreted as sexually suggestive, provocative or outside of your professional role.

12. Photography and Video

- 12.1 Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.
- 12.2 Be able to justify images of children in your possession.
- 12.3 Report any concerns about any inappropriate or intrusive photographs found.
- 12.4 Ensure that you are aware of any pupils whose parents or carers have refused consent for photographs to be taken or published.
- 12.5 Do not use equipment not provided or authorised by the school to take, store or send images of children.
- 12.6 Do not place images on social networking sites other than the school official site

13. Access to Inappropriate Images and Internet Usage

- 13.1 Do ensure that school equipment is not used to view or download adult pornography or other inappropriate material such as extremist material, gambling sites etc.
- 13.2 Before and during use of internet sites ensure that inappropriate adverts/material is not seen by pupils and ensure any video clips are viewed before sharing them with the children.

14. Behaviour Management

- 14.1 Adhere to the school's Behaviour Policy.
- 14.2 Do not act outside the school's Behaviour Policy and procedures
- 14.3 Do not act in temper or use physical intervention as a punishment.
- 14.4 Do not use sarcasm, demeaning or insensitive comments or degrading treatment.
- 14.5 Do not use shouting to manage behaviour unless any child is at risk of harm.

15. Physical Contact or Intervention

- 15.1 In all circumstances, only intentionally touch pupils in ways appropriate to professional or agreed roles and responsibilities.
- 15.2 Adhere to the Use of Reasonable Force Government Guidance or Intimate Care Guidance.
- 15.3 Explain to a pupil why contact is necessary and the form the contact will take.
- 15.4 Be prepared to report and explain actions and accept that any physical contact will be open to scrutiny.
- 15.5 Adhere to the school's Behaviour Policy and use physical intervention as a last or emergency resort to prevent harm to the pupil or others.
- 15.6 Record and report as soon as possible any incident where physical intervention has been used.
- 15.7 Consider how you offer comfort and reassurance to a distressed child in an age-appropriate and situation-appropriate manner.
- 15.8 Adhere to the policy for administering first aid or medication.
- 15.9 Have regard to any individual health care plan and ensure adequate reasonable adjustments for pupils with SEND are made with support from the Inclusion Leader.

16. One to One Situations

- 16.1 Avoid meeting in remote or secluded parts of the school and inform other adults about meetings beforehand, assessing the need to have them present or close by.
- 16.2 Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each worker and pupil.

- 16.3 Ensure there is an open door.
- 16.4 Use your professional judgement in meetings and report any situation where a pupil does or says anything that gives cause for concern.
- 16.5 Do not arrange meetings with pupils off the school site unless in exceptional circumstances and with the approval of a senior leader and parents or carers.
- 16.6 Do not use 'engaged' or equivalent signs on internal doors when meeting with pupils or create blind or potentially vulnerable places within your teaching areas, e.g. covering internal or external windows/doors, including vision panels in doors.

17. Home Visits

- 17.1 Follow every aspect of the school's home visits guidance
- 17.2 Managers should undertake a risk assessment in relation to the home visit.
- 17.3 Complete induction/training for staff new to home visits
- 17.4 Ensure any behaviour or situation of concern is reported.
- 17.5 Do not enter a home if only the pupil/s are present unless as an emergency safety measure and in such a case alert the school or the appropriate agency immediately.
- 17.6 Do not visit any family home unless authorised to do so by the Headteacher.

18. Transporting Pupils

- 18.1 A designated employee should make transport arrangements in advance. Wherever possible and practicable, transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.
- 18.2 Ensure that you do not transport pupils in any situation other than as part of school arranged activity (with insurance) unless in an emergency in the interests of the pupil's welfare.
- 18.3 Ensure that any impromptu or emergency arrangements of lifts are logged and can be justified.
- 18.4 Ensure that all arrangements take into account vehicle, passenger and driver safety including having proper and appropriate insurance for the type of vehicle being driven.

19. Trips, Educational Visits & Extra Curricular Activities e.g. sports or music & drama events etc

- 19.1 Arrange for another adult to be present in out of school activities, unless otherwise agreed with a senior leader.
- 19.2 Undertake risk assessments in line with the school policy where applicable.
- 19.3 Ensure that these risk assessments take account of vulnerable or challenging pupils taking part in the event.
- 19.4 Ensure that parents and carers are aware of the visit / activity and have given appropriate parental/carer consent for the activity.
- 19.5 Ensure that your behaviour always remains professional.
- 19.6 Ensure that any adult volunteers are appropriately vetted, supervised and briefed.

20. Power and Positions of Trust

- 20.1 Do not use your position to intimidate, bully, humiliate, threaten, coerce or undermine pupils.
- 20.2 Do not use your position to form or promote relationships which are of a sexual nature, or otherwise inappropriate or which may become so.
- 20.3 Do not form friendships or become romantically involved with parents or carers at school.

- 20.4 Inform a member of the senior leadership team if a parent, carer or family member's behaviour towards you is of any concern or attempts to cross a professional boundary.

Maintain Professional Standards

21. Propriety and Behaviour

- 21.1 Be aware that certain circumstances in your private and personal life may impact upon your job and may result in consideration of your suitability to work with children and young people.
- 21.2 Be aware that this includes information that you may place on social networking sites (or is placed about you by others) or otherwise published.
- 21.3 Do not behave in a way that would lead anyone to question your suitability to work with children or act as a role model.

22. Dress and Appearance

- 22.1 A person's dress and appearance are matters of personal choice and self-expression. However, employees and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative and specifically should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in an inappropriate way could be vulnerable to criticism or misconduct allegations.
- 22.2 Staff are expected to dress smartly, unless the day's events or activities are different to normal e.g. Forest School, Dress up day, P.E.
- 22.3 Do not wear denim, trainers, or flip flops on a normal school day. It is acceptable for lunchtime leaders to wear smart denim trousers and trainers.
- 22.4 Do not wear clothes, jewellery, etc. at school or in off-site school activities that are likely to be viewed as offensive, revealing, sexually provocative or distract or cause embarrassment.
- 22.5 Do not wear clothes, jewellery, shoes, etc. that could present a Health and Safety risk
- 22.6 Wear suitable clothing for P.E.

23. Security and Expectations

- 23.1 Punctuality is important to ensure that the school runs efficiently. All staff are expected to be ready to start work at the beginning of the session.
- 23.2 All staff are required to inform a senior leader if they are running late and unlikely to be in school by 8.30 am. (or in the case of breakfast or after school club 15 minutes before the club opens)
- 23.3 Staff must sign in and out using the system located in Reception.
- 23.4 ID passes must always be worn.
- 23.5 Passwords and door codes must not be disclosed.
- 23.6 If you are going to be absent from school, you must phone a member of the leadership team by 7.30am. Inform the school if your absence continues each day unless a certificate has been supplied.
- 23.7 For special leave, please complete the appropriate leave of absence form to gain authorisation before the leave is taken.
- 23.8 If you need to bring your own children into school this must be authorised by the Headteacher beforehand and a risk assessment completed.
- 23.9 Do seek authorisation before making decisions which are not part of your role or responsibilities.
- 23.10 Any references written for colleagues need to be signed by the Headteacher.

24. Gifts, Rewards and Favoritism

- 24.1 Staff may only accept gifts from parents or carers at the end of each term or when a child leaves. Any gifts with a larger value than £50 must be declared on a declaration form in the school office. Occasionally foods that are brought in may be shared in the staff room.
- 24.2 Ensure that any other gifts are appropriately declined, and a senior leader informed.
- 24.3 Only give gifts to an individual pupil if this is part of a school reward authorised by senior leadership.

25. Maintain Confidentiality

- 25.1 Treat information you receive about pupils in a discreet and confidential manner and only share such information in line with the school policy and [National Information Sharing guidance](#)
- 25.2 Staff should not prevent another person from gaining access to information to which that person is entitled by law.
- 25.3 Any information about a pupil must only be stored either on the school system.
- 25.4 Confidential information must be locked away in storage on the school premises.
- 25.5 Confidential information must not be taken home as a hard copy.
- 25.6 Be aware that the discussion of internal school matters, including via the internet/ social networking sites, can be regarded as breaches of confidentiality or data protection and could risk bringing the school into disrepute or action under General Data Protection Regulation.

26. Endeavour to develop productive and supportive relationships with all school colleagues

- 26.1 Staff are expected to communicate and establish productive working relationships with other professional colleagues.

27. Environmental considerations

- 27.1 Staff and pupils are encouraged and expected to be respectful and considerate to the community and to the environment. As far as practically possible, NEST is committed to pursue environmentally efficient and sustainable solutions in the development and maintenance of premises, and in the procurement and management of consumables.

Additionally, academies should have procedures and resources in place that help to:

- minimise the use of non-renewable and environmentally damaging resources
- minimise wastage (e.g. paper, electricity)
- maximise recycling
- increase awareness of environmental issues amongst students and staff

28. Implications for any breaches of the Code of Conduct

A senior leader will investigate if concerns are raised regarding breaches of the Code of Conduct. Investigations could lead to capability and disciplinary action by the Trust.

Uphold school policies and procedures and raise any concerns about the life or running of the school in a responsible and appropriate way.

The Code of Conduct is linked to the following NEST policies: -

- Conflicts of Interest Policy
- Acceptable Usage Policy
- Allegations Against Staff Policy
- GDPR Policy
- Whistleblowing Policy
- Child Protection and Safeguarding Policy
- Capability Procedures for staff (Teaching and Support)
- Disciplinary Procedures
- Gifts and Hospitality Policy
- Online Safety Policy
- Dealing with absenteeism



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.

