

## Adapted Teacher Standards for BYMT

Standard	Met	Working towards
<p><b>1 Preamble</b></p> <p>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.</p>		
<p><b>1.1 Set high expectations which inspire, motivate and challenge pupil</b></p> <p>1.1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>1.1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1.1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>		
<p><b>1.2 Promote good progress and outcomes by pupils</b></p> <p>1.2.1 Be accountable for pupils' attainment, progress and outcomes</p> <p>1.2.2 Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>1.2.3 Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>1.2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>1.2.5 Encourage pupils to take a responsible and conscientious attitude to their own work, study and practice</p>		
<p><b>1.3 Demonstrate good knowledge of the taught instrument(s)/voice and repertoire</b></p> <p>1.3.1 Have a secure knowledge of the relevant instrument(s)/voice and repertoire, foster and maintain pupils' interest in their instrument/voice and its' repertoire</p> <p>1.3.2 Have a secure knowledge of the technical aspects of playing the relevant instrument/voice, in accordance with the BYMT guidelines, and demonstrate good awareness of the different approaches in teaching these aspects</p> <p>1.3.3 Develop and maintain pupils' interest in all areas and genres of music within and far beyond the boundaries of BYMT or their schools.</p>		
<p><b>1.4 Plan and teach well-structured lessons/rehearsals</b></p> <p>1.4.1 Impart knowledge and skill and develop understanding through effective use of lesson/rehearsal time</p> <p>1.4.2 Promote a love of learning and children's musical and intellectual curiosity as well as an eagerness to improve technical skills</p> <p>1.4.3 Set practice goals and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>1.4.4 Reflect systematically on the effectiveness of lessons/rehearsals and approaches to teaching</p> <p>1.4.5 Contribute to the design and structure of your department and the opportunities for pupils learning instruments within your department, especially your own instrument(s)/voice</p>		

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<p><b>1.5 Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p>1.5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>1.5.2 Have a secure understanding of how a range of factors can inhibit a pupils' ability to learn and how best to overcome these</p> <p>1.5.3 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</p> <p>1.5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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</p>		
<p><b>1.6 Make productive use of assessment</b></p> <p>1.6.1 Be aware and make use of the various boards (e.g. ABRSM, Trinity College etc.), according to your pupils individual needs, to secure pupils' progress</p> <p>1.6.2 Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>1.6.3 Give pupils regular feedback and encourage pupils to respond to the feedback</p>		
<p><b>1.7 Manage behaviour effectively to secure a good and safe learning environment</b></p> <p>1.7.1 Have clear rules and routines for behaviour in lessons/rehearsals, and take responsibility for promoting good and courteous behaviour both in lessons/rehearsals and around BYMT or the relevant school, in accordance with the institution's behaviour policy</p> <p>1.7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>1.7.3 Manage lessons/rehearsals effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>1.7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</p>		
<p><b>1.8 Fulfil wider professional responsibilities</b></p> <p>1.8.1 Make a positive contribution to the wider life and ethos of BYMT and/or the relevant school</p> <p>1.8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>1.8.3 Deploy support staff effectively in rehearsals</p> <p>1.8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>1.8.5 Communicate effectively with parents with regard to pupils' achievements and well-being</p>		
<p><b>2. Personal and Professional Conduct</b></p> <p>2.1 Teachers uphold public trust in the profession and maintain high standards for ethics and behaviour, within and outside BYMT, by:</p> <p>2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position</p> <p>2.1.2 Having regard to the need to safeguard pupils' well being in accordance with statutory provisions</p> <p>2.1.3 Showing tolerance of and respect for the rights of others</p> <p>2.1.4 Not undermining fundamental British values and beliefs, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</p> <p>2.1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p> <p>2.2 Teachers must have proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		