

# The CCS High Performing Teacher Standards



The CCS High performing Teacher Scheme is an evidence-based accreditation and candidates will be expected to demonstrate how the work they have been doing in school meets each of the standards. The standards below describe what excellent CCS teaching looks like in practice.

The CCS High Performing Teacher Standards		
<b>Behaviours and beliefs</b>		
A	1	You demonstrate, through your practice, the belief that every child has the potential to be a high performer and your teaching is planned and executed accordingly and you model this HPL mindset for your colleagues.
	2	You have an extensive knowledge on matters concerning equality, inclusion and diversity in curriculums and teaching, and promote this at all times.
	3	You model the highest standards of personal and professional behaviour, tolerance and empathy at all times.
<b>Teaching and learning</b>		
B	1	Your students understand what 'good' looks like for all tasks and you consistently develop students' understanding of the ACPs and VAAs. You find opportunities to inspire and challenge your students so that they make progress through the competences and are securing progressively improving outcomes, both social and academic.
	2	You have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.
	3	Your teaching skills lead to learners in your classes achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
	4	You have an extensive, deep knowledge and understanding of your subjects/curriculum areas and related pedagogy gained through involvement in wider professional networks associated with your subject/curriculum areas for example.

	5	You are flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners.
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### Working with others

D	1	You have a sound understanding of what constitutes “world class” both in your field of expertise and in pedagogical practice more generally. You have the skill and confidence to use this understanding to improve the practice of others, including through the induction of those new to the school.
	2	You have developed your professional practice through HPL and exemplify excellent teaching using the ACPs and VAAs. You are leading others to the same level of expertise and providing coaching and support for other colleagues.
	3	You contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
	4	You work closely with leaders, taking a leadership role in developing, implementing and evaluating policies and practice in your own and other faculties that contribute to school improvement.
	5	You have collaborated with colleagues and offered leadership to those less experienced than yourself.
	6	You contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs such as coaching and mentoring, modelling effective practice, and providing advice and feedback so that they demonstrate enhanced and effective practice.
	7	You take a lead in planning collaboratively with colleagues in order to promote effective practice.
	8	You demonstrate and model excellent and innovative pedagogical practice for other colleagues.

### Assessment and feedback

E	1	Through your teaching and high-quality feedback, your students take increasing responsibility for their own learning journey, they recognise their personal progress and can talk about their accomplishments and challenges using the language of HPL.
	2	You know how to improve the effectiveness of assessment practice in the school, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

3	You demonstrate excellent ability to assess and evaluate using both formal and informal, summative and formative methods.
4	You have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

### Working with parents / carers

F	1	You consistently and effectively engage with the parents/carers of your students to tackle any barriers to progress and help families to understand the HPL approach and the contribution they can make to growing their child's mind and to act on that understanding.
	2	You have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes student progress.
	3	You have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people to others.

### Collaboration and enquiry

G	1	You have researched and created original, engaging materials and content which actively contribute to HPL thinking and development in order to benefit teachers in CCS and other HPL schools and their teachers. You share your materials and practice via the HPL member site and through HPL networks, publications, webinars, conferences and workshops
	2	You collaborate with colleagues from all phases to identify and explore links within and between subjects/curriculum areas and phases from EYFS to KS5 to ensure a world class educational experience for all.
	3	You possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams in other world class schools.
	4	You promote collaboration both within and between schools and work effectively as a team member.
	5	You demonstrate a deep understanding of High Performance Learning and are constantly seeking to further your knowledge and understanding through research and critical thinking.

6	You research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform your own practice and that of colleagues.
7	You use local and national statistical data and other information, in order to provide: (a) a comparative baseline for evaluating learners' progress and attainment (b) a means of judging the effectiveness of your teaching, and (c) a basis for improving teaching and learning.

## The CCS HPT Roles and Responsibilities

*"CCS High Performing Teachers influence and inspire teaching and learning in the school through their outstanding professional practice, pedagogical leadership and intellectual contribution."*

In terms of the Roles and Responsibilities, the CCS High Performing Teachers will:

- Continue to improve their practice and remain at the very top of their profession
- Maintain the highest quality of classroom practice and outcomes for their students
- Develop and share good practice in HPL pedagogy within and beyond their school
- Provide professional development and training for teachers in their own school, including the HPL induction of teachers new to the school
- Seek and respond to challenge through exposure to a wider audience
- Be committed to outreach work in support of HPL teachers in other faculties / phases and schools
- Participate in professional development
- Be an active contributor on the school intranet and HPL virtual platform to inform and inspire others.
- Contribute to and participate in HPL professional development and training in their own and other HPL schools.
- Participate and play a leading role in networking through HPL Online, a virtual network of relevant subject/phase teachers working in HPL schools and SWAN subject networks.
- Contribute resources, materials, articles and blogs relating to their area of expertise.
- Plan and contribute to school-based HPL events to showcase HPL practice.
- Undertake action research relating to the impact of HPL in the school and share findings across the phases.
- Lead and participate in HPL professional development and training in the school.