

Demonstrating TS8 and Part Two

Where TS1–7 are largely about *instructional craft* and *classroom practice*,

TS8 and Part Two address *professional behaviours, ethics, and commitment to ongoing development and collaboration*. So rather than lesson-level approaches, this resource supports the development of habits of professionalism, how teachers think, plan, relate, and contribute within the wider community of practice.

Teachers' Standard, and sub-section	Suggested Actions to demonstrate (How)	Rationale for Teachers' Standard and subsections (Why)
<p>8. Fulfil wider professional responsibilities</p> <p>a) make a positive contribution to the wider life and ethos of the school</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support staff effectively</p> <p>d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>e) communicate effectively with parents with regard to pupils' achievements and well-being</p>	<ul style="list-style-type: none"> • Identify personal development goals aligned to performance objectives • engage with mentoring, CPD, and professional reading • apply and reflect on new learning in practice. • Review pupil outcomes and feedback regularly • set specific, measurable development targets • use coaching conversations or journals to monitor impact. • Offer informal peer support and coaching • share workload strategies • contribute to a culture of professional generosity and mutual care. • Participate in departmental and whole-school planning • Share resources and strategies • contribute to moderation, curriculum design, and professional dialogue. • Volunteer for enrichment activities, trips, or clubs • Engage in pastoral initiatives • Model enthusiasm and commitment beyond the classroom. 	<ul style="list-style-type: none"> • Sustained self-improvement strengthens subject knowledge, pedagogy, and impact on pupil outcomes. • Reflective practice promotes continual refinement and professional autonomy. • Builds a positive and sustainable professional culture where teachers feel valued and supported. • Collaboration enhances collective efficacy and consistency of practice across the school. • Reinforces community culture, supports inclusion, and models positive citizenship.

Part Two. Personal and Professional Conduct

This resource outlines suggested “how” steps that exemplify what upholding this section of the Teachers’ Standards might look like in practice.

However, the precise actions and support strategies should always be context-specific and shaped by the culture, systems, and values of the school, as well as the individual behaviours and professional needs of the Early Career Teacher (ECT).

In essence, this document provides illustrative examples, not compliance checklists, supporting induction leads to focus on *professional growth through clarity, dialogue, and reflection*.

Teachers’ Standard, and sub-section	Suggested Actions to demonstrate (How)	Rationale for Teachers’ Standard and subsections (Why)
<p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Model honesty and fairness in all professional interactions. • Maintain confidentiality when handling sensitive pupil, staff, or school information. • Declare and manage any potential conflicts of interest transparently. • Take responsibility for mistakes and communicate solutions proactively. • Arrive punctually and meet all professional commitments and deadlines. • Follow through on actions and communicate if unforeseen delays occur. • Dress and present oneself appropriately for the school context. • Uphold professional standards in-person and online, including on social media. • Participate willingly in school events, meetings, and initiatives. • Support colleagues by sharing resources and expertise. • Communicate respectfully and constructively with parents and carers. • Speak positively about the school in public and online contexts. 	<p>Teachers’ conduct influences public confidence in education and models integrity for pupils.</p> <p>Collective professionalism and teamwork enhance pupils’ experiences and school culture.</p> <p>Respectful relationships underpin trust, inclusion, and psychological safety across the school community.</p>

<p>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.</p> <ul style="list-style-type: none"> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	<ul style="list-style-type: none"> Identify strengths and areas for development through reflection and feedback. Engage actively in CPD and evaluate its impact on teaching and learning. Seek mentoring, peer observation, or coaching to refine practice. Contribute to professional learning communities or collaborative inquiry. Use calm, professional language and tone at all times. Listen actively to pupils, colleagues, and parents, valuing diverse viewpoints. Apply rules and expectations consistently and fairly. Challenge discriminatory or disrespectful behaviour wherever it occurs. Use a professional tone and vocabulary in all written and verbal communication. Keep parent and colleague conversations focused on pupils' learning and welfare. Avoid gossip or sharing unverified information. Store and transmit data securely in line with GDPR and school policy Communicate with pupils and parents only through approved school channels. Avoid over-familiarity or social contact with pupils outside professional contexts Keep personal and professional social media separate. Report any concerns about boundary breaches or inappropriate conduct immediately to the DSL or line manager Embed inclusive examples and resources across the curriculum. Facilitate balanced discussions, ensuring all pupils' voices are heard. Challenge prejudice, bias, or discriminatory comments calmly and constructively. 	<p>Ongoing professional learning sustains high standards and models lifelong learning for pupils.</p> <p>Consistent professionalism strengthens credibility and sets a positive example for pupils.</p> <p>Professional communication builds trust and protects sensitive information.</p> <p>Clear boundaries safeguard pupils, protect teachers, and sustain trust.</p>
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