

## INTRODUCTORY PHASE STANDARDS FOR ADVANCED SKILLS TEACHERS

The standards set out the high levels of expertise required of those teachers wishing to become ASTS. They will need to be:

- a) highly effective teachers in their phase and/or specialism(s); and
- b) effective in disseminating their expertise.

These standards build on the Secretary of State's standards for QTS and the proposed induction standards, and set out high expectations appropriate to the very best teachers.

### Standards

While all those wishing to become ASTs will need to meet the standards specified below, they will need to be interpreted and applied appropriately in relation to teachers in different phases and with different specialism(s) and roles. The standards do not debar any teacher from being able to demonstrate the required expertise, including part-time or peripatetic staff.

#### 1 Excellent results/outcomes

As a result of aspiring ASTs' teaching, pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations; exhibit consistently high standards of discipline and behaviour; show a consistent track record of parental involvement and satisfaction.

#### 2. Excellent subject and/or specialist knowledge

Aspiring ASTs must keep up to date in their subjects and/or specialism(s); have a full understanding of connections and progression in the subject and use this in their teaching to ensure pupils make good progress; quickly understand pupils' perceptions and misconceptions from their questions and responses; understand ICT in the teaching of their subject or specialism(s).

#### 3. Excellent ability to plan

Aspiring ASTs must prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils; set consistently high expectations for pupils in their class and home work; plan their teaching to ensure it builds on the current and previous achievement of pupils.