



Skills England

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Teacher

Education and early years

Level 6 - Professional Occupation

Educating young people to achieve the highest possible standards.

Reference: OCC0490

Status:  Approved occupation

Average (median) salary: £42,781 per year



SOC 2020 code: 2313 Secondary education teaching professionals

SOC 2020 sub unit groups:

2313/99 Secondary education teaching professionals n.e.c.

2314/00 Primary education teaching professionals

Technical Education Products

-  **ST0490:** Teacher - Postgraduate (Level 6) Approved for delivery
-  **ST1502:** Teacher - Undergraduate (Level 6) Approved for delivery

Employers involved in creating the standard:



Cambridgeshire County Council, The Dean Trust Teaching school, Harris Federation, Leigh Academies Trust, Avonbourne Multi Academy Trust,, Lake Academies Trust, St John Vianney Primary School, Thames and Essex Primary SCITT, Ewell Grove Primary School, Skinners' Kent Academy, Teach First, Cardinal Hume/Trinity Teaching School, Tenax Schools Trust, Harton Technology College, Turner Schools, UCET, Carshalton Boys College, West Hill Special School, EMLC Academy Trust, The Dales School, Lampard School, NASBTT, Middlesbrough Catholic School Partnership, Medway Teaching School Alliance, South Farnham Educational Trust

Summary

This occupation is found in a variety of settings where teaching is delivered to pupils between the ages of 3-19. This includes maintained schools, academies, specialist schools, faith schools, and private schools.

A teacher's primary role is to plan and deliver a high-quality curriculum to their pupils to promote good progress and outcomes. Teachers set high expectations which inspire and challenge pupils and manage behaviour effectively to ensure a safe learning environment. Teachers make accurate and productive use of assessment and adapt their teaching to respond to pupils' needs. They will have strong subject knowledge and keep their teaching practice up to date through regular professional development.

A teacher's day will look different depending on the type of school they work in and the subject they teach. Each school will have its own timetable and different responsibilities outside of teaching hours. In their daily work, a teacher interacts with children, young people, parents and carers. They will work with the senior leadership team in their school, led by a headteacher or head of school. They interact with teaching colleagues and pastoral and curriculum leads. They will also work closely with specialists such as the special educational needs coordinator and designated safeguarding leads.

A teacher will be responsible for upholding the Teachers' Standards, which set the minimum requirements for teachers' practice and conduct. Teachers demonstrate consistently high standards of personal and professional conduct. They are responsible for safeguarding and must follow statutory guidance set out in 'Keeping Children Safe in Education'. This includes safeguarding pupils' wellbeing. Teachers are responsible for the pupils in their care. They typically report to a subject or year group coordinator in the first instance, with the headteacher having overall responsibility. Qualified teacher status (QTS) is a legal requirement to teach in maintained schools and is considered desirable for teachers in the majority of schools in England.

Typical job titles include:

Teacher

Keywords:

Childcare | Education | Lecturing | Teacher | Teaching | Young People

Knowledge, skills and behaviours (KSBs)

Knowledge

K1: Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- K2: Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- K3: Demonstrate good subject and curriculum knowledge
- K4: Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- K5: 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
- K6: Demonstrate clear understanding of content and teaching methodologies required for relevant curriculum areas and age groups (for example, systematic synthetic phonics if teaching early reading, or appropriate teaching strategies if teaching early maths).
- K7: Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- K8: Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- K9: 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
- K10: 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.
- K11: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Skills

- S1: Establish a safe and stimulating environment for pupils, rooted in mutual respect
- S2: Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- S3: Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- S4: Be accountable for pupils' attainment, progress and outcomes
- S5: Promote good progress and outcomes by pupils
- S6: Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- S7: Guide pupils to reflect on the progress they have made and their emerging needs
- S8: Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- S9: Plan and teach well-structured lessons
- S10: Impart knowledge and develop understanding through effective use of lesson time
- S11: Promote a love of learning and children's intellectual curiosity
- S12: Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- S13: Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- S14: Make use of formative and summative assessment to secure pupils' progress
- S15: Use relevant data to monitor progress, set targets, and plan subsequent lessons
- S16: Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- S17: Deploy support staff effectively
- S18: 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
- S19: Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- S20: 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.
- S21: Communicate effectively with parents with regard to pupils' achievements and well-being.
- S22: Adapt teaching to respond to the strengths and needs of all pupils
- S23: Make accurate and productive use of assessment
- S24: Manage behaviour effectively to ensure a good and safe learning environment
- S25: Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- S26: Set high expectations which inspire, motivate and challenge pupils
- S27: Reflect systematically on the effectiveness of lessons and approaches to teaching
- S28: Make a positive contribution to the wider life and ethos of the school
- S29: Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- S30: Fulfil wider professional responsibilities

Behaviours


- B1: Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- B2: Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- B3: Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- B4: Showing tolerance of and respect for the rights of others
- B5: 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

B6: Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B7: 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.

B8: Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Duties

Show all related knowledge, skills and behaviours (KSBs) 

Duty D1

Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

Related knowledge, skills and behaviours (KSBs)



Duty D2

Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

Related knowledge, skills and behaviours (KSBs)



Duty D3

Participate in arrangements for preparing pupils for external examinations.

Related knowledge, skills and behaviours (KSBs)



Duty D4

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

Related knowledge, skills and behaviours (KSBs)



Duty D5

Work with others on curriculum and pupil development to secure co-ordinated outcomes.

Related knowledge, skills and behaviours (KSBs)



Duty D6

Promote the safety and well-being of pupils.

Related knowledge, skills and behaviours (KSBs)



Duty D7

Maintain good order and discipline among pupils.

Related knowledge, skills and behaviours (KSBs)



Duty D8

Direct and supervise support staff assigned to them and, where appropriate, other teachers.

Related knowledge, skills and behaviours (KSBs)



Duty D9

Deploy resources delegated to them.

Related knowledge, skills and behaviours (KSBs)



Duty D10

Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

Related knowledge, skills and behaviours (KSBs)



Duty D11

Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Related knowledge, skills and behaviours (KSBs) ▼

Duty D12
Communicate with pupils, parents, and carers.

Related knowledge, skills and behaviours (KSBs) ▼

Duty D13
Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Related knowledge, skills and behaviours (KSBs) ▼

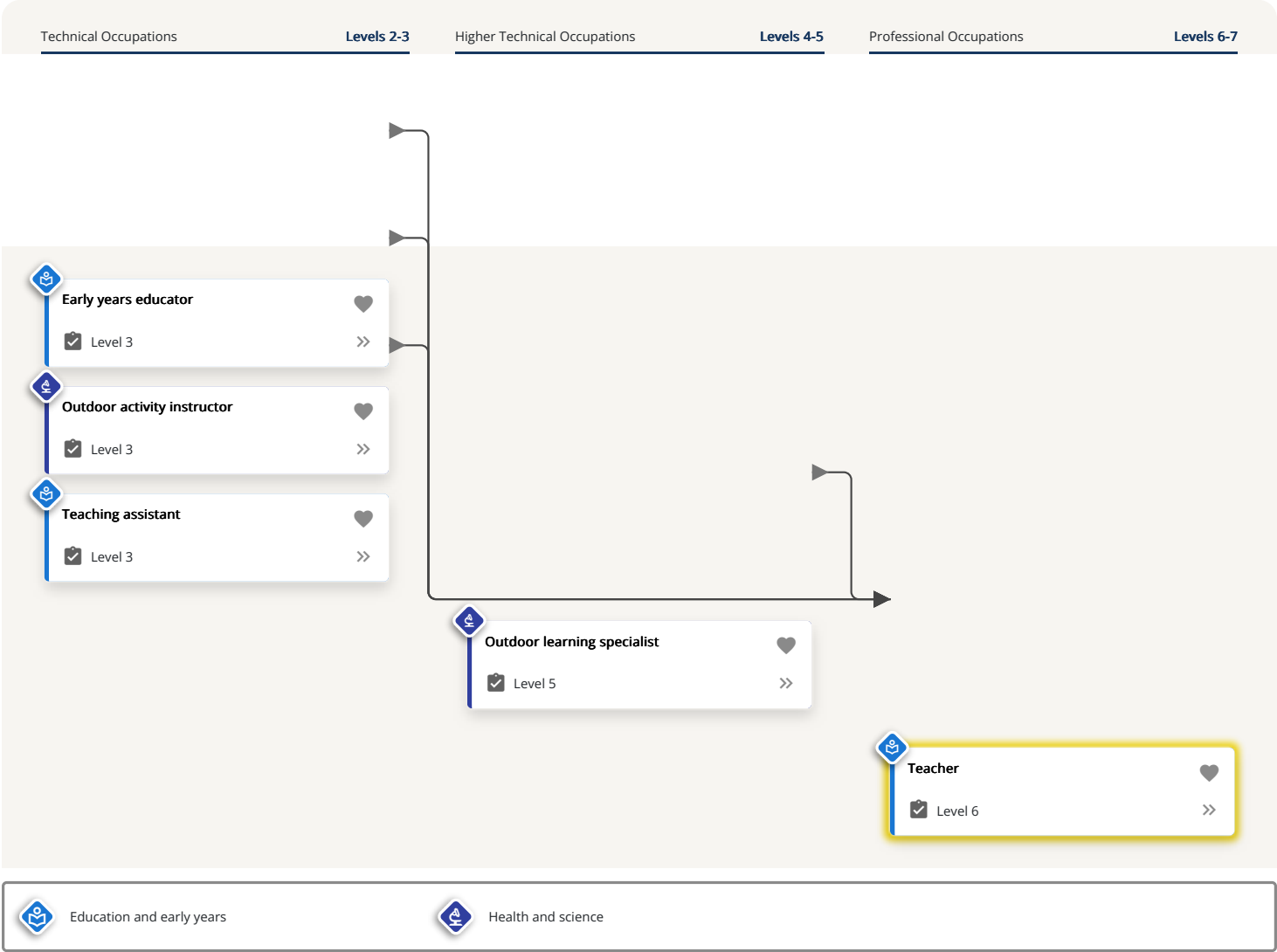
Occupational Progression


This occupational progression map shows technical occupations that have transferable knowledge and skills.


In this map, the focused occupation is highlighted in yellow. The arrows indicate where transferable knowledge and skills exist between two occupations. This map shows some of the strongest progression links between the focused occupation and other occupations.


It is anticipated that individuals would be required to undertake further learning or training to progress to and from occupations. To find out more about an occupation featured in the progression map, including the learning options available, click the occupation.


Progression decisions have been reached by comparing the knowledge and skills statements between occupational standards, combined with individualised learner movement data.





 **Map Key**


 Potential occupational standard


 Occupational standard in development


 Approved occupational standard


 Occupational standard without apprenticeship


 Custom occupational card


 Apprenticeship


 T Level


 Technical Qualification


 Higher Technical Qualification


 Career starter apprenticeship


 Royal apprenticeship

 Occupational progression

 Technical education progression

 Mid green occupation

 Dark green occupation

 Favourite occupation

