Orbital Teacher Standards 2025 Update

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Orbital Teacher Standards (2017, 2025 reviewed) Based on UK standards

PART ONE: TEACHING

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

   a. establish a safe and stimulating environment for pupils, rooted in mutual respect
   b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
   c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**
   a. be accountable for pupils' attainment, progress and outcomes
   b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
   c. guide pupils to reflect on the progress they have made and their emerging needs
   d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
   e. encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**
   a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
   b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
   c. 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
   d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
   e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and //** love of learning and children's intellectual curiosity
   a. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
   b. reflect systematically on the effectiveness of lessons and approaches to teaching
   c. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**
   a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
   b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
   c. 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
   d. 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.

6. **Make accurate and productive use of assessment**
   a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
   b. make use of formative and summative assessment to secure pupils' progress
   c. use relevant data to monitor progress, set targets, and plan subsequent lessons

    d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment
    a. 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
    b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
    c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
    d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities
    a. make a positive contribution to the wider life and ethos of the school
    b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
    c. deploy support staff effectively
    d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
    e. communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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.

1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school**, by:
   a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
   b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
   c. showing tolerance of and respect for the rights of others
   d. 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
   e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2. **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.**

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

The following document breaks down each standard into the expected Orbital Education standards (3), but also indicators for those working at a higher level of excellence (4), and those working just below the expected standards (2), and those well below expected standards (1). It is a tool to allow teachers, line managers and coaches to map the journey to excellence in the classroom.

	These are taken from the UK 2021 '*Know what and know how to'* Framework for ECTs, Senior leaders and Headteachers

How to use these (advice for schools running non-UK based curriculums)

In Orbital Education (2025) we have schools that offer the National Curriculum for England and Wales, the International Baccalaureate, the Mexican SEP approved Knotion Curriculum and the Spanish National Curriculum.

In many countries there are two core levels of documentation:

1. Curriculum standards
2. Teacher National Standards

International Baccalaureate is not country specific. This document is specifically around the teacher standards that define pedagogical excellence and expectations of professional behaviour.

Examples of Teacher Standards

IBO: Programme Standards and Practices [Programme standards and practices](#)

Spain: Real Decreto 217/2022 [BOE-A-2022-4975 Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria.](#)

Real Decreto 157/2022 https://www.boe.es/buscar/act.php?id=BOE-A-2022-3296

Mexico: [Secretaría de Educación Pública | Gobierno | gob.mx](#)

UK teacher standards: [Teachers' Standards guidance](#) (Orbital Education Standards)

How to use the Orbital Standards to Raise standards of Teaching

It is not surprising that irrespective of country, standards are very similar and so we are confident that the Orbital standards meet an international level of excellence. We recognise that teacher training does differ in depth and quality around the world, and so these also provide a tool to support even experienced teachers to be better

1. This document forms the basis of a teachers development journey; at the start of their time in school with you, identify where they are working for each standard. This can be a mixture of self reflection and line manager input from drop in sessions.

2. As part of Orbital's commitment to teacher development, all schools will have a process for the 'performance management' of education staff. This document provides the framework for the discussions around pedagogy.

3. You might identify a particular standard as an area for development for a group of teachers:

   a. At a whole phase level (primary/secondary/bachillerato)
   b. A particular department (Maths, science, Pre-School)

An action plan can then be developed to target this – and your Regional Head can work with key people to support this, if required. The whole group can be given targets relating to developments in certain standards.

4. If your departments are running at a good level, then this tool might be used on an individual basis. Length of experience is not always an indicator of international quality and so an open mind set is key, whether you have been teaching for 1 year or 21 years.
Again your RHOS can guide you.

Detailed Rubric to support Teacher Development for each standard as part of a performance management/coaching process

	1	2	3 Expected standard for post ECT UK qualified teachers	4
Standard 1: High Expectations	1a. Unstimulating environment where some students do not feel secure and low levels of mutual respect	Environment is not particularly stimulating but safe for students. Inconsistencies in levels of mutual respect	Established a safe and stimulating environment rooted in mutual respect	Established a safe and outstanding environment rooted in mutual respect
	1b. There are no goals or tasks with very low expectations and challenge.	Goals are present but inconsistently applied and do not offer stretch and challenge to all.	Goals in lessons and across the year challenge almost all pupils irrespective of background or ability.	Goals in lessons and across the year challenge all pupils irrespective of background or ability.
	1c. Poor and negative teacher attitude; showing personal behaviours we would not tolerate if seen in students	Demonstrates a blend of positive and negative teacher attitude and some personal behaviours we would not tolerate if seen in students	Consistently demonstrates a positive attitude, personal values and professional behaviour with students	Consistently demonstrates a positive attitude, personal values and professional behaviour with students. Recognised as a role model
Standard 2: Promotes good progress and outcomes - how students learn	2a. Most do not make expected progress	Some accountability for outcomes but a large minority do not make expected progress across the curriculum	Are accountable for student outcomes and almost all students make expected progress through the curriculum	Are accountable for student outcomes. All students make expected progress, and some make above expected progress
	2b. No aware of capabilities or motivation to find out and therefore does not meet the needs of the children	Awareness of the capabilities of some students with limited use to support progress	Awareness of pupils' capabilities and prior knowledge that supports expected progress	Uses the awareness of capabilities and users this to accelerates expected progress
	2c/e.Students take no responsibility for their own work.	Students take limited responsibility for their own learning and cannot identify emerging needs	Most students take some responsibility for their own progress, and most can identify emerging needs	Almost all students take an active responsibility for their own progress and clearly identify emerging needs
	2d. No understanding of how students learn and unwilling or unable to adapt teaching to take account of this new knowledge	Limited understanding how students learn and limited adaptation of teaching strategies to take account of this knowledge	Awareness of how students learn, and this is seen in teaching strategies used	Demonstrates a deep knowledge of the science of learning and this is clearly seen in the teaching strategies used. Actively promotes this with colleagues
	Prior skills and knowledge are not used/assessed in lessons or subsequent planning	Prior skills and knowledge may be referenced but they are not used in subsequent planning or lessons	Prior skills and knowledge are assessed and referenced and used to monitor progress, set targets and plan most lessons	Prior learning is assessed systematically and accurately and embedded into the planning and target setting process.

Standard 3: demonstrates good subject and curriculum knowledge	3a. Limited knowledge of subject that reduces student interest and does not address misunderstandings	Secure knowledge of subject, but lacks accuracy when addressing misunderstandings	Well-developed knowledge of subject that **maintains** pupils' interest and addresses most misunderstandings	Excellent subject knowledge that **promotes** pupils' interest and addresses misunderstandings
	3b. Takes no interest in developing new subject knowledge	When directed will update personal knowledge about subject development	maintains a critical understanding of developments in their subject without direction; promotes the value of personal scholarship	Actively supports other colleagues with new developments and role of scholarship amongst students and staff
	3c. Literacy, numeracy and oral language skills are poorly addressed.	Teaching of literacy, numeracy and oral language skills is inconsistent.	Literacy, numeracy and oral language skills are explicitly taught through individual disciplines	An outstanding effort is made to ensure literacy, numeracy and oral language skills are explicitly taught and align with what is being covered in core subjects
	3d. PRIMARY ONLY or EAL Teaches early reading but limited understanding of phonics	Inconsistent understanding and application of early phonics	When teaching early reading demonstrates a clear understanding of systematic synthetic phonics	Recognised by others as an outstanding practitioner in the teaching of early reading
	3e. PRIMARY ONLY Teaches early mathematics but limited understanding of teaching concepts	Inconsistent understanding and teaching of early mathematical concepts	When teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.	Recognised by others as an outstanding practitioner in the teaching of early mathematics
	Weak subject knowledge of common misconceptions	Some understandings of common misconceptions, but not used to support progress	A good understanding of common misconceptions within each subject	An outstanding level of understanding of common misconceptions within each subject and effectively used to ensure higher levels of progress
Standard 4: Plan and teach well-structured lessons- classroom practice	4a. Poor lesson timing impacts progress for students. No or very limited effort to produce lessons that stimulates intellectual curiosity.	Lesson pace and timing is inconsistent; some effort to promote and plan for intellectual curiosity but again inconsistent	Lesson time is used effectively and planned to promote students' intellectual curiosity	In lesson adaptation of planning and structure to meet need is evident. Outstanding effort to promote intellectual curiosity
	4b. Homework is not set regularly, nor does it contribute to learning.	Appropriate homework is set, but does not always consolidate or extend learning	Appropriate homework extends or consolidates knowledge, including for SEND students	Appropriate homework significantly extends or consolidates knowledge for all.
	4c. No evidence that lessons, plans or strategies are systemically reviewed or adapted	Evidence of some reflection of effectiveness, but it is inconsistent	Evidence that there is systematic reflection on the effectiveness of lessons and teaching strategies	Systematic reflection leads to changes in strategy, resulting in higher rates of progress
	4d. Planning and preparation is inadequate or absent.	Planning does not provide an engaging curriculum. Lesson	Effective planning imparts knowledge and understanding through an engaging	Excellent planning imparts knowledge and understanding through an engaging curriculum

		time is not effectively used.	curriculum, in effectively structured lessons.	and in very well-structured lessons.
	Questioning is not seen	Questionning techniques are limited and outcomes not used to assess learning	Teacher listens astutely, observes carefully and questions skilfully to address misconceptions, reshape tasks and improve learning.	Questioning systematically probes understanding, teases out misconceptions and anticipates interventions.
	There are no opportunities for pupils to articulate ideas, work in pairs or groups	Talk is limited to whole class exchanges, with little paired or group discussion	High quality talk is seen - whole class, in pairs or in groups	High quality talk is clearly accelerating progress - whole class, in pairs or in groups, with a clear awareness of SEND, EAL or quieter students
	No use of modelling, worked examples and scaffolding to support new learning	limited use of modelling, worked examples and scaffolding to support new learning and not gradually removed	Modelling, worked examples and scaffolding is effectively used to support new learning and gradually removed	Modelling, worked examples and scaffolding is very effectively used to support new learning and gradually removed
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils	5a. Activities are not matched, and the needs of students are not met.	Adaptation/scaffolding is limited, meaning only a minority meet expectations	Teaching strategies are adapted/scaffolded so that almost all pupils have the opportunity to meet expectations.	Teaching is responsive in the lesson and adapted/scaffolded so that almost all pupils have the opportunity to meet expectations.
	5b. Lessons/teachers demonstrate no awareness of the barriers children face (inc SEN,EAL,G&T,pastoral).	Lessons/teachers demonstrate a limited awareness of the barriers children face (inc SEN,EAL,G&T,pastoral).	Lessons/teachers demonstrate an awareness of the barriers children face (inc SEN,EAL,G&T,pastoral).	Lessons/teachers demonstrate a strong awareness of the barriers children face (inc SEN, EAL, G&T, pastoral).
	5c. Limited or no knowledge of student development; makes no effort to understand or meet needs of SEND,EAL or gifted students	Knowledge of mainstream student development is evident, but knowledge of SEND,EAL, gifted inconsistent	Demonstrates knowledge of the development and how to support children including SEND,EAL and gifted	Level of knowledge around student development, SEND,EAL and gifted is recognised as outstanding
	5d. No/limited understanding of the capabilities of the students in class; No or limited knowledge of strategies to meet needs of SEND, EAL and gifted	Inconsistent awareness of students' capabilities and/or limited strategies for SEND,EAL and gifted	Clear awareness of most students' capabilities; strategies in place for SEND, EAL, and gifted	Teaching of all students' capabilities inc those with SEND, EAL, and gifted is recognised as outstanding by the school community
Standard 6: Assessment	6a. No/limited understanding how to assess relevant subject and curriculum areas that are being taught. No/limited effort made to upskill	Inconsistent knowledge and understanding of subject assessment (new to subject, year or level of personal effort to learn)	Evidence that the teacher clearly understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Knowledge and use of assessment to raise standards is recognised as outstanding by the school community

Standard 6: Make active and productive use of assessment	6b. Assessment is poor and not evidence-based and makes no impact on pupil progress.	Assessment is present but not systematic. Minimal or inconsistent impact seen on pupil progress; it does not inform interventions or change lessons planning	Formative and summative assessment is used to secure most pupils' progress, and it informs interventions and lesson planning	Formative and summative assessment is used very effectively to secure almost all pupils' progress (inc SEN, EAL groups) and to guide high impact interventions
	6c. No/limited use of data to informed planning. Does not follow expected school policies on use of data	Use of data is inconsistent either in level of analysis or use to inform planning/ intervention.	Evidence that end of lesson, unit, year formative and summative data is analysed and used to set targets, plan interventions and future lessons	Outstanding use of formation and summative assessment data leads to higher-than-expected outcomes
	6d (i). Feedback is either not offered or not used effectively to help students improve.	Little effective feedback is given	Provides high quality feedback, written or verbal and encourages further effort and specific guidance how to improve	Provides very high-quality feedback, written or verbal, encourages further effort and students can explicitly explain how feedback has made them improve
	6d(ii) Students have no engagement with feedback, and it has no impact	Little evidence of student response to teacher feedback or of self/ peer assessment	Students respond to teacher feedback and are guided to assess own work and that of others against clear criteria.	Students respond to teacher feedback and are confident and critical in assessing own and others' work and setting targets for improvement.
Standard 7: Manage behaviour Effectively	7a/b.No rules or expectations or no application of school behaviour system that means some students do not feel secure in the environment	Some inconsistent rules and routines, or application of school policy is not consistent for all students	Clear rules and routines are applied in the classroom with high expectations; effective and fair use of reward and sanction in line with school policy	Clear rules and routines applied in the classroom with high expectations; effective and fair use of reward/sanction; very high level of student motivation and engagement
	7c.. Classroom management strategies do not meet needs, and learning is significantly impacted for all.	Classroom management is inconsistent, and approaches do not always meet needs. Minor distractions impact learning for some	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Manage classes very effectively, especially those with high levels of pastoral need
	7d. Little evidence that time has been given to relationship building	Relationships have clearly been developed with some children, but more inconsistent with those who can be challenging or with inclusive needs.	Time is given to building relationships so that students, including those with inclusive needs, feel listened to and understood.	Outstanding level of effort towards building positive relationships with students - especially those who find it harder to manage their behaviour

Standard 8: Fulfil wider professional responsibilities	8a. Makes no contributions to the wider life of the school	Makes minor contributions to the wider life of the school	Makes positive contribution to life of the school	Makes outstanding contribution to life of the school
	8b. Makes limited or no effort to make or sustain professional relationships. A negative influence in school community	Makes an inconsistent effort or finds it hard to make or sustain professional relationships. Some professional negativity	Develops effective and positive professional relationships with colleagues; participates in in school professional learning communities (PLCs)	Recognised as a professional role model keen to offer advice and support
	8c. TA not involved in the lesson or given little/no direction.	TA not well deployed in some elements of the lesson - and are only ever used for students struggling with a concept	TA well deployed to support learning for all children	TA involved in planning and there is excellent communication between teacher and TA
	8d. Does not make attempt to engage with professional development or seek to improve teaching	limited engagement with professional development unless directed with limited improvements in teaching	Takes responsibility to improve teaching through professional development	Seeks to significantly improve teaching through professional development
	8e. Limited or no communication with parents outside of mandated parents' evenings	Basic level of communication in line with minimal expectations	Communicates effectively with parents about academic/pastoral	Over and above level of communication with parents