



TD1: Part 1 -
Professional
Values and
Professional
Skills

You need to access today's training using Nearpod: <https://app.nearpod.com/?pin=UFCYP>

Timings of the session

Session 1: Professionalism: your role as a teacher	4-5pm BREAK
Session 2: Safeguarding: Keeping yourself and your pupils safe Q&As	5.10 -6pm FINISH

You need to access today's training using Nearpod:

Learning outcomes

By the end of today's training session 1, we hope you will:

1. Know more about the Professional Standards required of you as a teacher
2. Understand why these standards are in place and why they matter
3. Recognise your own responsibilities as a professional working with children, colleagues, parents and other members of your local community

Session 1:

Understanding your role - Professional Values

Learning outcomes: By the end of this session, you will:

- Know more about the professional standards, skills and values required of you as a teacher
- Understand why these standards are in place and why they matter

Understanding your role: what makes us want to teach?

Being a teacher is so much more than teaching a subject, and is not a 9am–5pm kind of job!

Let's start at the beginning: what has brought you to teaching? Please look at the options on the next slide and vote for the answer which best represents your motivation.

*You're all in 'Phase 1'. During Phase 2, your PGCE year, your timetable will be approximately 80% of a full teaching timetable. This is the equivalent of 20 hours' lesson delivery with 5 hours' PPA time every week. You will also have in-school training, meetings and parents' evenings to attend.

Poll

- ☐ A. I am passionately interested in my subject and want to inspire my pupils to love it, too
- ☐ B. I like the idea of a people-focused job and working with young people
- ☐ C. I can't lie: the holidays!
- ☐ D. I'm not a desk/office-based job kind of person - managing my own classroom appeals to me far more!
- ☐ E. I want to do a job which makes a difference to other people and 'gives back' to my community
- ☐ F. I really enjoyed school and it's made me want to recreate that

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Thanks for completing the poll!

Professional values and behaviour

When were you last treated in a professional way by somebody else?

What made you feel that the person/people were professional? What did they do?

Post your ideas on the corkboard on the next slide.

Session 1:

Understanding your role - Professional Values

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Creating the right impression: how might you handle these tricky situations appropriately if they arise in the first few weeks?

Scenario #1:	You see a parent becoming increasingly angry in reception but the office staff are busy dealing with something else
Scenario #2	You have an important medical appointment on the afternoon of the first whole-school CPD meeting
Scenario #3:	The tutor you shadow in the mornings has been held up and the pupils are being noisy and disruptive in the corridor outside the classroom

Next topic: how do you build a good reputation? Make a good impression on your pupils, colleagues and parents?

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- Professional Values

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Professional behaviour: are these the non-negotiables for teaching?

(S) Social engagement – show the courtesy of spending time with and getting to know your department; they will be the ones who help you navigate the highs and lows of the job

(T) Take an interest in the meetings, discussions and professional direction of the teaching and learning in your department and your school. Don't get a reputation for leaving when the bell goes or doing 'the minimum'. You are on placement **to learn** – every chat and meeting is a form of training in itself

(O) Organise your social media – spend time applying the right settings to optimise privacy and consider a pseudonym (ie. your middle name) so students cannot search for you. Putting your name into Google will show you how easily curious students and parents can access personal details about you.

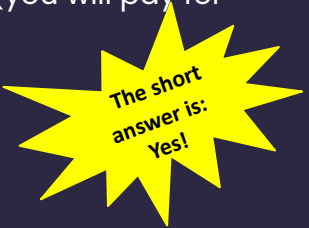
(P) Polite and present: be polite and present in interactions with staff and students

(P) Punctuality: if you are not on time, your pupils will not value punctuality or your lesson time

(E) Establish boundaries: establishing and reinforcing clear boundaries takes time and energy, but is essential.

Remember your position and do not allow lines to be blurred and your professional demeanour to slip (you will pay for it in lower standards of behaviour and effort if you do)

(D) Dress: clean, neat, smartly presented (remember: how you dress is a visual reflection of who you are and the type of teacher you want to be)



The short
answer is:
Yes!

✓ Quiz

- ☐ A. Social engagement - show the courtesy of spending time with and getting to know your department/team
- ☐ B. Take an interest in the meetings, discussions and professional direction of the teaching and learning in your department
- ☐ C. Organise your social media
- ☐ D. Polite and present: be polite and present in all interactions, make eye contact!
- ☐ E. Punctuality: if you are not on time, your pupils will not value punctuality or your lesson time

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Session 1: conclusion

Understanding your role - Professional Values (S8)

Learning outcomes: By the end of this session, you will:

- Know more about the professional standards, skills and values required of you as a teacher
- Understand why these standards are in place and why they matter



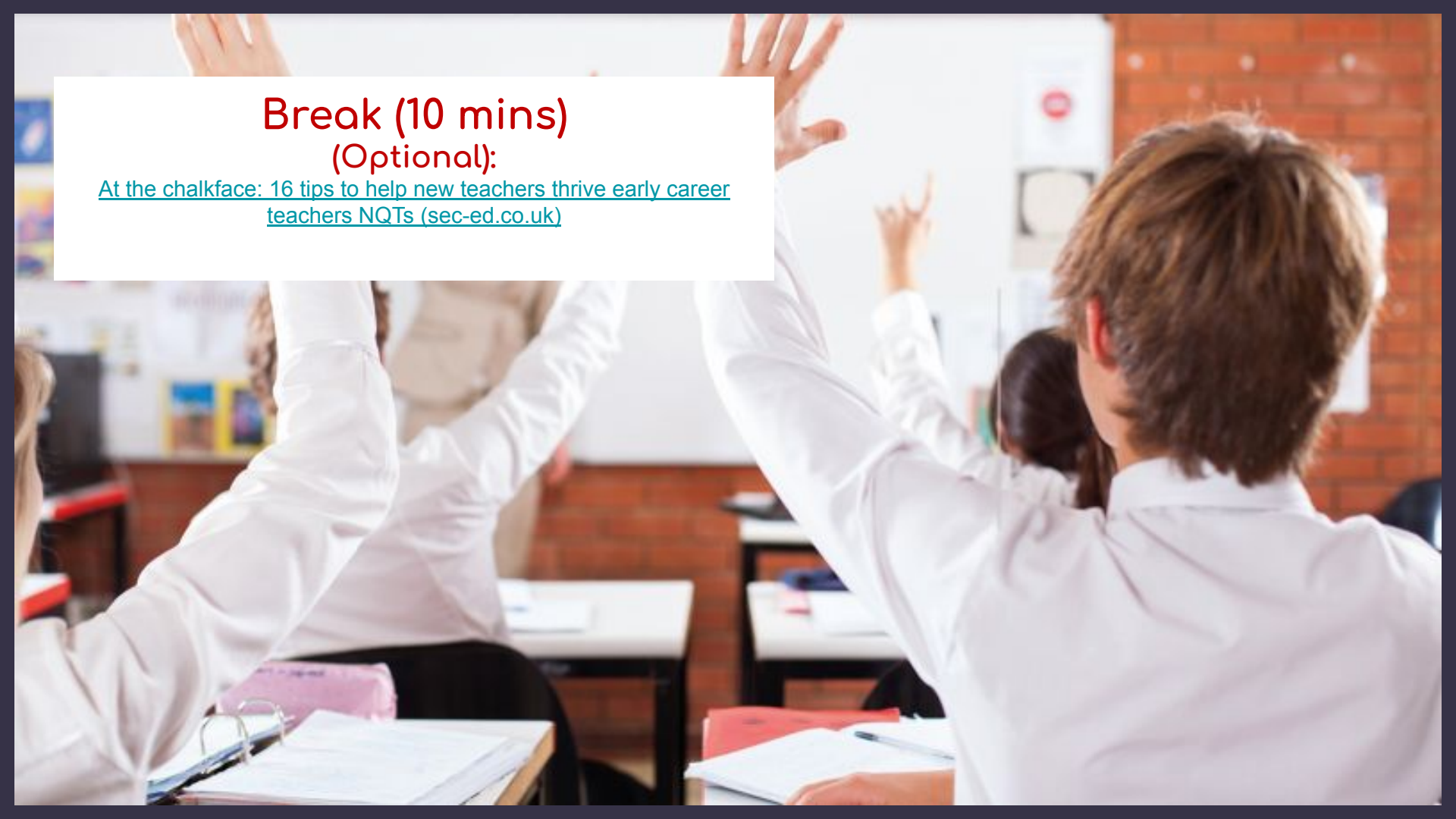
Teaching is not just a job.

It is both a profession and a vocation -like being a doctor, a vet, a firefighter... and carries significant responsibility.

It is also a lifestyle.

It will rely on your time, energy, patience and goodwill more than you know.

In order for you to perform this public-service role responsibly and effectively, there need to be standards in place, just as there are for other professions. The standards for teachers are known - predictably! - as the Teachers' Standards.

A photograph of a classroom from the back, showing several students in white shirts with their hands raised. The students are seated at desks with papers and books. The background features a brick wall and a whiteboard.

Break (10 mins) (Optional):

[At the chalkface: 16 tips to help new teachers thrive early career teachers NQTs \(sec-ed.co.uk\)](#)



...necessary, engaging, supportive



Best Practice

At the chalkface: 16 tips to help new teachers thrive

5 October 2022 [Alan Newland](#)

[Teaching staff](#) [NQTs](#) [Staff wellbeing](#) [Workload](#) [Early Career Teachers](#)

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...ing into your first term at the chalkface? From your wellbeing to your workload, ...ler Alan Newland offers 16 pieces of advice to help you thrive

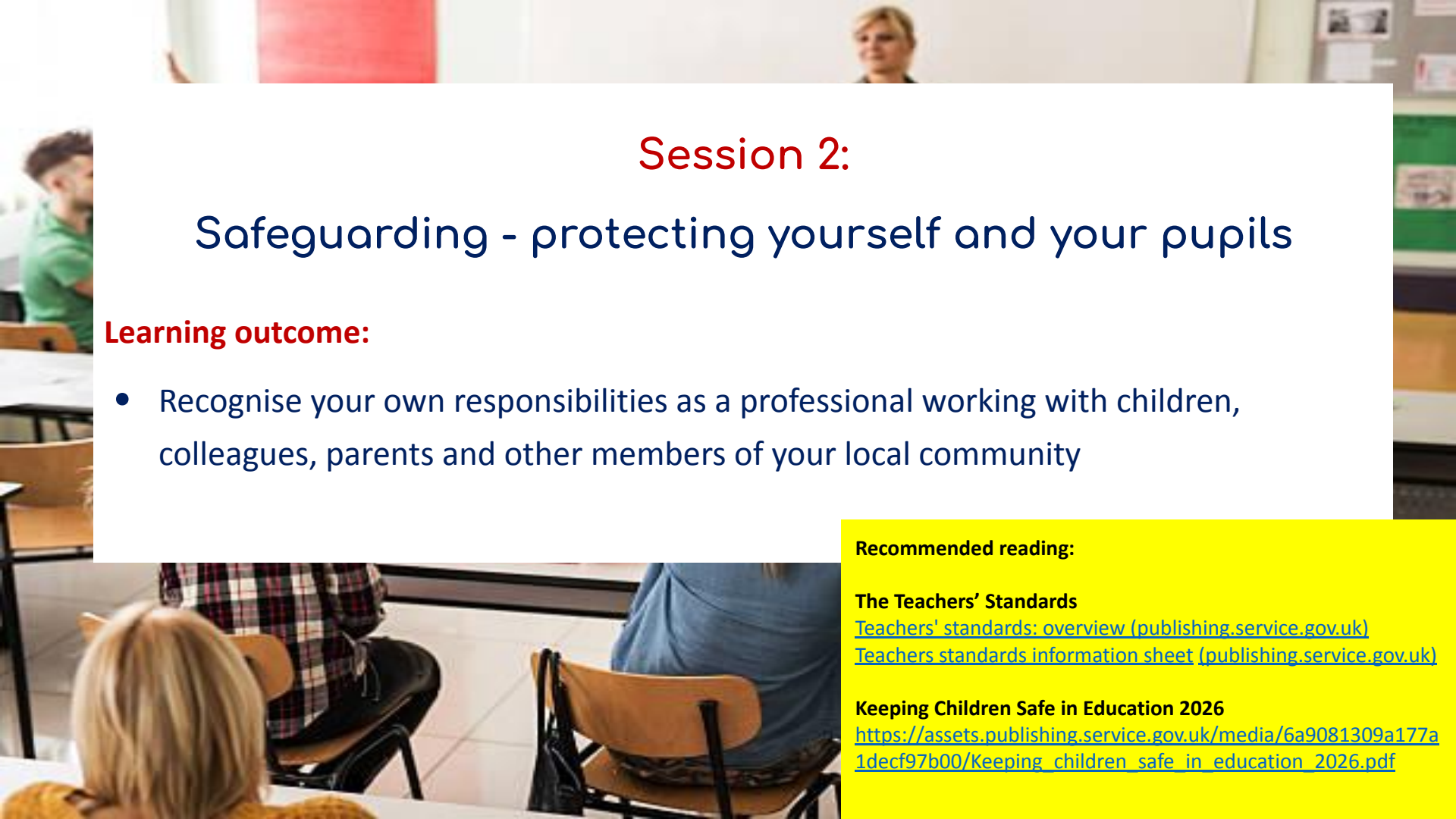


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The background of the slide is a blurred photograph of a classroom. In the foreground, the backs of several students' heads are visible as they sit at desks. In the background, a teacher with blonde hair is standing and looking towards the camera. The room has white walls and a bulletin board with various papers pinned to it.

Session 2:

Safeguarding - protecting yourself and your pupils

Learning outcome:

- Recognise your own responsibilities as a professional working with children, colleagues, parents and other members of your local community

Recommended reading:

The Teachers' Standards

[Teachers' standards: overview \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Teachers_standards_information_sheet.pdf)

[Teachers standards information sheet \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Teachers_standards_information_sheet.pdf)

Keeping Children Safe in Education 2026

https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf

Session 2:

Safeguarding - protecting yourself and your pupils

Learning outcomes: By the end of this session, you will:

- Recognise your own responsibilities as a professional working with children, colleagues, parents and other members of your local community



As a teacher, one of your most important - if not *the* most important responsibility you have, is to keep the children in your care safe.

Do you need to keep anyone else safe? Who and why?

Understanding your role - why teaching is not really a job.



A word cloud of teaching-related terms arranged in a diamond shape. The words are in various colors (green, red, blue, yellow) and sizes, with some overlapping. The terms include:

- Generating change
- Cheerleading
- Demystifying
- Professionalism
- Focusing
- Supporting
- Clarifying
- Explaining
- Inspiring
- Encouraging
- Mediating
- Instructing
- Sympathising
- Positivity
- Challenging
- Companionship
- Optimism
- Listening
- Leadership
- Problem-solving
- Acting
- Role-modelling
- Communicating

VIDEO 1

Professionalism in a TEACHING context can perhaps be more complex than in other jobs. In teaching, **safeguarding and professionalism** go hand in hand with one another.

Professionalism in teaching incorporates legal, ethical and moral responsibilities and all teachers face daily situations that might test them if they haven't considered this. That's where we want this training to support you.

In the teaching profession, what personal and professional boundaries do you need to be aware of?

<https://youtu.be/SzdyIDGw2Dg>



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VIDEO 1:

"However, once you go public with your private behaviour and your private beliefs, people will judge them, won't they?"

Why is this cautionary piece of advice so important for teachers? Consider which answers apply.

- (A) Once you've invited pupils, parents and your fellow teaching colleagues into your private life, they will feel like they know you on a personal level. This can make it harder to keep your professional distance from them and your reputation intact.
- (B) As a teacher, it is your job to be neutral and it's important that pupils perceive you in this way and believe you are fair. If you start trying to influence pupils to adopt your personal and political views, you are crossing an ethical line.
- (C) Having a strong mental awareness of 'what is for school' and 'what is for my private life' will help you to self-regulate and feel in control. Blurring these lines with your behaviour will break down those boundaries and confuse the relationships you have at school (with pupils especially).
- (D) Because it might make teachers post fewer compromising pictures online and tone down their informality with pupils when they bump into them outside school hours.
- (E) All of the above.

VIDEO 2:

Professionalism in a TEACHING context can perhaps be more complex than in other jobs. In teaching, **safeguarding and professionalism** go hand in hand with one another.

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In the teaching profession, what personal and professional boundaries do you need to be aware of?

<https://youtu.be/hT3AMuQ4HJg?si=PKPnMSecpE25VMJb>



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to help regulate your response to challenges like the one described in Video 2?

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TRAINING DAY 1: HOMEWORK

Let's get practical: work through this list of practical tasks to ensure you are protecting yourself appropriately as a new member of staff

1. Change the settings on your social media accounts to protect yourself from unwanted online 'research' by pupils and/or their parents
2. Change your identity on facebook so you are only familiar to those who know you, and not able to be found by strangers. Consider using your middle name as a pseudonym.
3. Continue to work on and consistently apply your school's key policies: safeguarding and behaviour policies are top of the list ([Policies \(ssas.herts.sch.uk\)](https://ssas.herts.sch.uk/Policies))
4. Make sure you have fully read and understood the KCSIE 2026:
https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_childr_en_safe_in_education_2026.pdf



Web Content

https://c4h78.share.hsforms.com/2k211UM/EgTq2n_6p/TM0H7MQ

Email*

Study Group Learning Form

Following today's Study Group, we'd like you to write about 2 key concepts or takeaway learning points that challenged or extended your thinking as a result of your participation:

For each concept/learning point, please work through the 4 steps, keeping to the below structure. By doing this, you'll be able to judge your ability to apply educational theory to your everyday teaching practice.

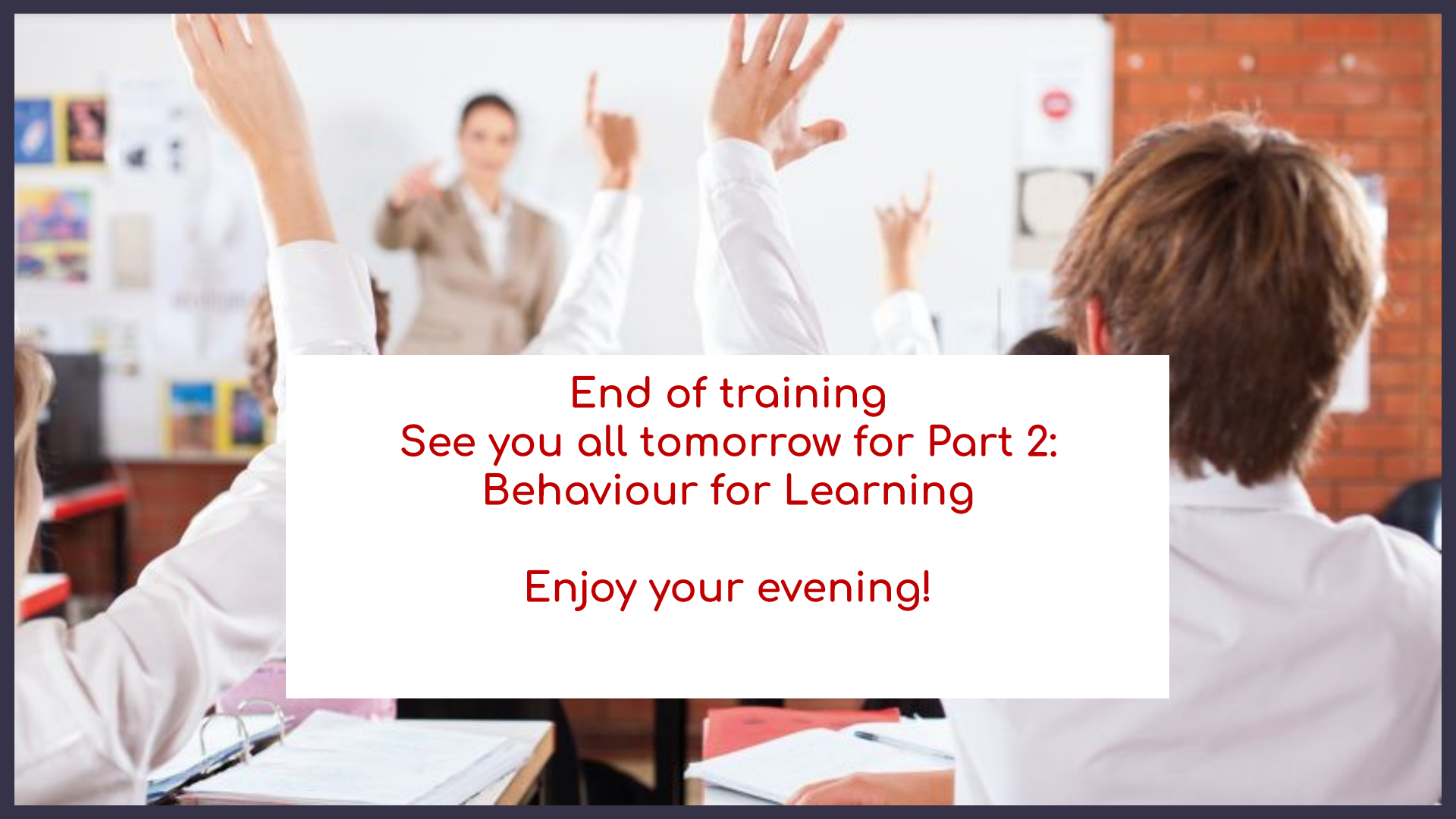
1. Confirm if you were familiar with the concept/learning point prior to training. If you were, how were you applying it in your lesson planning?
2. Based on today's training, what is your understanding of it and has it changed? If so, how?
3. How can you improve your teaching/pupils' learning experience/s by applying your understanding in the classroom or in your planning?
4. Give a specific example from a lesson/learning experience or topic you teach/have taught where you foresee pupils making better progress through your application of this concept. Make sure you explain clearly what is being taught, the relevance of the pedagogy to the way you would now teach it, and how

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End of training
See you all tomorrow for Part 2:
Behaviour for Learning

Enjoy your evening!