

# Trainee Progress Indicators & Assessment Descriptors Teachers Standards 2017-2018

## Secondary ITE Programmes

*Faculty of Education at Manchester Metropolitan University.*

(Adapted as Progress Indicators from and incorporating 'North West Consortium Trainee Teachers Standards Assessment Descriptors of 2012-2013')

## PROGRESS INDICATORS and ASSESSMENT DESCRIPTORS

The descriptions used in the Progress Indicators encompass the **Teachers' Standards (May 2012)**.

They constitute a mechanism that is structured to assist in monitoring, recording, reporting and supporting trainee teachers' attainment against the Standards and Programme outcomes. The Teachers' Standards themselves are shown in the first column. The descriptions are designed to be progressive as the headings at the top of each column indicate.

- The Progress Indicators should be used formatively by those assessing trainees to help track progress against the Standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating very good practice relevant to that Standard. The standards provide a benchmark of the minimum 'satisfactory' (requires improvement) requirements that should be expected of trainees (and teachers.)
- The Standard descriptors at **Satisfactory-requires improvement, Good and Outstanding** describe the standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS.

### BLOCK A/PLACEMENT A (Part One) and Programme Outcomes

- **At the end of Teaching Placement (Block A/Placement A-Part One)** a trainee teacher is expected to be at least '**Requires improvement' (Satisfactory)** in those **Teachers' Standards (areas) highlighted in bold**. We would expect *all* trainees to be able to attain this. The **Standards highlighted in BOLD** are the *particular* Standards upon which the trainee should *focus* throughout Block A/Placement A –Part One, though not to the exclusion of the other Teachers' Standards (or Standards areas).
- **Only trainees that have attained the above are able to proceed with the programme and on to the Block B/Placement B school.**
- A trainee teacher whose progress is **unsatisfactory for the particular stage of the programme** would constitute a **cause for concern** and subsequent failure if not addressed (see notes about **the Remediation process** below).

### BLOCK B/PLACEMENT B/PLACEMENT A (Part Two) and the Programme Outcomes

- **By the end of the programme** in order to meet the Standards and pass the programme all trainees should at the very least meet the minimum requirements across all the Standards as indicated in the '**Requires improvement'** column.

- **However**, although trainees meeting the Teachers' Standards at "Requires Improvement" level, meet all of the Standards at a basic minimum level and provide evidence of teaching at least satisfactory/requires improvement lessons across a range of contexts, **the expectation** is that **all** trainee teachers should aspire to be at least '**good**' or '**outstanding**' trainee teachers, **by the end of the programme**, and that they should **all** attain '**good**' or '**outstanding**' outcomes by the end of the programme. The programme has '**Requires Improvement to Good**' procedures and mechanisms to enable all trainees to attain this (moving beyond satisfactory). (Please see e-Subject Guides; Partnership Website; the Subject Mentor handbooks and the Progress Indicators **here**, for further detail.)
- **Any trainee not evidencing at least 'Good' at Review Point 4 (Block B/Placement B) are required to engage in the programmes' 'Requires Improvement to Good' Procedures.**
- A trainee teacher whose progress is **UNSATISFACTORY for the particular stage of the programme** would constitute a **cause for concern/AROF** and subsequent failure if not addressed (see notes about the **Remediation Process** below).

The '**how well does the trainee**' questions below the descriptors here should be used **formatively** as the basis of discussions related to trainee progress.

#### **The purpose of Progress Indicators**

- to ensure consistency across partnership schools and colleges in terms of monitoring progress
- to support the process of formative and summative assessment
- to provide a useful mechanism for making judgements at review points
- to make more rigorous use of evidence
- to contribute to mentor development
- to help mentors to provide quality feedback to trainees
- to support mentors and trainee teachers in identifying focused, realistic targets
- to provide a formal recording mechanism for trainee teachers at risk
- to guide trainees in identifying particular strengths and areas for development in order to ensure a smooth transition from PGCE to the First Year of Teaching and NQT Induction.

#### **REMEDIATION**

Very occasionally, trainee teachers do not make the progress necessary to achieve the minimum outcomes by the end of a placement or by the end of the course. In such (rare) situations they may be required to take part in one of the following (described in full on the Partnership website and in the Mentor handbooks and via links in the e-Subject Guide):

- a **Progress Review Panel** meeting which would look at general issues relating to your professionalism, or
- the **Remediation Process** which would address issues of concern in relation to your progress in meeting The Standards. This would be identified via the use of **Progress Indicators** during the school placements.

## **Guidance for Part two: Personal and Professional Conduct**

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.
- Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis. ***Please note that additional evidence does not need to be collated for this standard.***

## Teachers' Standards (2012) Progress Indicators for Trainee Teachers

| S1  | Standards   | Unsatisfactory Progress   | Requires Improvement   | Good   | Outstanding   |
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| <b>S1: Set high expectations which inspire, motivate and challenge pupils</b> | <b>a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.</b>                  | Limited ability or unable to establish a safe and stimulating environment to engage pupils' interest in learning.<br><br>Insufficient mutual respect for pupils to accept and follow leadership and direction.<br><br>Requires intervention of other professionals to assist in establishing and maintaining a safe and settled learning environment. | <b>Routinely able to establish a safe and stimulating environment to engage and sustain most pupils' interest and learning.</b><br><br><b>Sufficient (mutual) respect for most pupils to routinely accept and follow leadership and direction.</b><br><br><b>Routinely demonstrates the necessary, understanding, presence and management skills to maintain a purposeful and safe learning environment.</b> | Able to adopt and adapt a range of approaches to establish a safe and stimulating environment to sustain pupils' interest in learning.<br><br>Mutual respect allows for a range of approaches to learning and classroom organization.<br><br>Increasingly utilises an extended range of strategies to maintain a purposeful and safe learning environment. | Uses innovative and creative approaches to establish a safe and stimulating environment that sustains pupils' interest in learning.<br><br>Highly respected which allows a wide range of approaches to learning and classroom organisation.<br><br>Able to demonstrate innovative and creative strategies to set up and maintain a purposeful, safe learning environment. |
|   | <b>b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</b>         | Requires the support of another professional to set goals that stretch and challenge pupils.  | Able to set goals that engage most pupils in their learning including those from all backgrounds and with special educational needs and/or disabilities.   | Sets goals that motivate, enthuse and challenge most pupils.   | Sets goals that challenge and generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.  |
|   | <b>c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b> | Limited ability or not able to demonstrate the positive attitudes, values and behaviour expected of pupils.   | <b>Consistently demonstrates the positive attitudes, values and behaviour expected of all pupils.</b>  | Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils.   | Always effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show a positive impact on the conduct and behaviour of all pupils.  |

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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Establish fair, respectful, trusting, supportive and constructive professional relationships with pupils?</li> <li>• Help learners to show respect and sensitivity in their relationships with one another and the teacher?</li> <li>• Demonstrate a purposeful and safe atmosphere characterised by respect and co-operation?</li> <li>• Succeed in teaching learners to co-operate, to collaborate and listen to others?</li> <li>• Plan work at a suitably high level for age and ability and to external benchmarks such as NC level descriptors that stretch and challenge all pupils?</li> <li>• Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach?</li> <li>• Understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility?</li> <li>• Resolve conflicts and individual learner's problems sensitively to protect their self-esteem?</li> <li>• Establish high expectation for learner's behaviour?</li> <li>• Demonstrate an understanding of the needs of all pupils and minority groups?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Clear classroom risks, resources and routines identified</li> <li>• Resources planned to engage and stimulate sensitive the needs of pupils</li> <li>• Activities planned that are challenging and engaging for all pupils</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Evaluations reflect upon the learning environment</li> <li>• Evaluations identify different progress between pupils and groups of pupils</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• Health and safety risks communicated to pupils</li> <li>• Pupils aware of tasks and on task</li> <li>• Expectations made clear to pupils</li> <li>• Trainee is courteous to all pupils and demonstrates enthusiasm</li> <li>• Trainee challenges inappropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Assessment is undertaken regularly and pupil progress monitored in order plan future learning</li> <li>• Include appropriate targets in pupil books</li> </ul> |
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| S2  | Standards   | Unsatisfactory Progress   | Requires Improvement   | Good  | Outstanding  |
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| <b>S2: Promote good progress and outcomes by pupils</b> | a) Be accountable for pupils' attainment, progress and outcomes.  | <p>Limited ability or unable to identify the impact of teaching on pupils' attainment, progress or outcomes and incapable of explaining how pupils have made progress.</p> <p>Limited or lack of awareness of school policy and practice.</p> | <p>Able to evaluate and communicate the impact of teaching on learning outcomes for groups of pupils, including those with special educational needs and/or disabilities.</p> <p>Aware of school policy and practice and is broadly in line with this.</p>                             | <p>Maintains and communicates well detailed and informed evaluation of the impact of teaching which highlights the attainment and progress of the pupils in most lessons.</p> <p>Follows school policy and practice.</p>  | <p>Systematic, in-depth evaluation of the impact of teaching takes into account and informs the contributions of others acting in support and enables pupils to make progress in all areas of learning.</p> <p>Fully understands and is able to model school-level policy and practice and guide other professional colleagues such as teaching assistants.</p> <p>Provides extensive, varied examples of how sustained progression for all groups of learners has been secured.</p> |
|   | b) Plan teaching to build on pupils' capabilities and prior knowledge.                                  | <p>Planning rarely or not informed by assessment of pupils' capabilities and prior knowledge.</p>   | <p>Broadly accurate use of evidence gathered on pupils' capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make some progress.</p>  | <p>Well informed about the pupils' capabilities and prior learning, drawing on focused assessment.</p> <p>Plans are annotated to support progression.</p>   | <p>Thorough and detailed understanding of the pupils' capabilities and prior learning based upon systematic use of focused assessment.</p> <p>Plans are differentiated/ personalised.</p>  |
|   | c) Guide pupils to reflect on the progress they have made and their emerging needs.                     | <p>Limited ability or unable to identify pupils' progress</p> <p>Limited verbal/written feedback to prompt pupils to reflect on their learning and recognise what they need to do next.</p>   | <p>Able to identify and communicate the progress made by pupils.</p> <p>A range of strategies used to provide feedback and set targets to enable pupils to reflect on achievements and recognise next steps.</p>   | <p>Developed a detailed understanding of the pupils' progress and their emerging needs.</p> <p>Provide frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next.</p>   | <p>Identified the personal progress and learning needs of each pupil.</p> <p>Pupils receive systematic and developmental feedback which enables them to identify and quantify attainment and contribute to longer-term target-setting.</p>   |
|   | <b>d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</b> | <p>Limited or no awareness of how pupils learn.</p> <p>Limited or unable able to use targeted interventions to facilitate learning for all groups. Does not adapt teaching to respond to the strengths and needs of pupils.</p>               | <p><b>Has a developing knowledge and understanding of how pupils learn and how to deal with barriers to learning.</b></p> <p>Able to use targeted interventions-to facilitate learning for all groups. Able to adapt teaching to respond to the strengths and needs of all pupils.</p> | <p>Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning.</p> <p>Able to use well targeted interventions to facilitate learning for all groups. Checks pupils' understanding and routinely adapts teaching to respond to the strengths and needs of all pupils.</p> | <p>Has detailed knowledge and understanding of how pupils learn and how to overcome potential barriers to learning.</p> <p>Consistently able to use well-targeted interventions to secure learning for all groups. Systematically and effectively checks learners' understanding, anticipating and enacting where intervention is needed.</p>  |
|   | e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.       | <p>Rarely or not making clear the expectations for the pupils' attitude to work.</p>  | <p>Sets high expectations for most pupils leading to responsible and conscientious attitudes to work and study in most pupils' responses.</p>  | <p>Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils' responses.</p>   | <p>Pupils' are strongly motivated to meet high and consistently challenging expectations for responsible and conscientious attitude to work and study.</p>   |

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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Have a secure understanding of how learners learn?</li> <li>• Take account of prior learning in planning and teaching?</li> <li>• Construct and scaffold learning and analyse learner's progress and make accurate assessments of their learning and achievements?</li> <li>• Monitor and assess progress and give feedback so that all pupils make good progress in their learning?</li> <li>• Plan for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment?</li> <li>• Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve?</li> <li>• Encourage pupils to take pride in their work and achievements?</li> <li>• Engage learners in setting objectives for the development of their own learning and development?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Assessment data is used to inform planning</li> <li>• Planning of high order and diagnostic questions</li> <li>• Linking learning sequences</li> <li>• Lesson planning takes account of wider objectives linked to social and personal skills</li> <li>• Lesson plans promote independent and collaborative working</li> <li>• Structure of lesson that reflects the needs of pupils and their learning e.g. appropriate pace and resources</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Evaluations identify future learning targets</li> <li>• Awareness of social, emotional, cultural and linguistic factors that influence pupil performance</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• Observation identifies clear introduction and sequences of learning</li> <li>• Questioning builds on answers and pupils asked to build upon and reflect upon their answers</li> <li>• Effective use of plenaries to reflect upon learning</li> <li>• Pupils are attentive at the start of episodes of learning</li> <li>• Opportunities built into lessons to celebrate success</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Summative and formative assessment is undertaken regularly</li> <li>• Record keeping is up to date and used formatively</li> <li>• Constructive verbal and written feedback provided to pupils</li> <li>• Building in opportunities for pupils to reflect upon their progress and identify areas for development</li> </ul> |
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| S3   | Standards  | Unsatisfactory Progress   | Requires Improvement   | Good  | Outstanding   |
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| <b>S3: Demonstrate good subject and curriculum knowledge</b> | <p><b>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></p>                                       | <p>Requires support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils.</p> <p>Only able to maintain low level pupil interest due to limited subject knowledge and inability to adequately address misunderstandings.</p> | <p><b>Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.</b></p> <p><b>Is able to foster and maintain pupil interest in the subject by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings.</b></p> | <p>Competent level of subject knowledge related to both their specific subject area and to the wider curriculum.</p> <p>Is able to foster and maintain increasing pupil interest in their subject and the wider curriculum as well as addressing misunderstandings.</p> | <p>Highly confident and competent level of subject knowledge related to their specific subject area and the wider curriculum.</p> <p>Is able to foster maintain increasing pupil interest in the subject by delivering engaging teaching episodes, ensuring progression is made by all learners and addressing misunderstandings.</p> |
|  | <p><b>b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b></p>  | <p>Demonstrates no or limited awareness of developments in the subject and curriculum area.</p> <p>Limited subject knowledge to promote the value of scholarship.</p>   | <p><b>Demonstrates awareness of developments and changes in the subject and curriculum area.</b></p> <p>Promotes scholarship and further study within their subject and curriculum area.</p>   | <p>Demonstrates good awareness and critical understanding of developments and changes in both the subject and the curriculum area.</p> <p>Promotes scholarship and further study to all pupils within their given subject and curriculum area.</p>                      | <p>Demonstrates a high level of awareness and critical understanding of developments in both the subject and curriculum area.</p> <p>Promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area.</p>   |
|  | <p><b>c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</b></p> | <p>Has no or limited understanding of strategies for promoting literacy, articulation and the correct use of standard English and hence limited or no ability to put these into practice.</p>   | <p>Demonstrates the necessary understanding of strategies for promoting high standards in literacy, articulation and the correct use of standard English and is able to put these into practice</p>  | <p>Demonstrates an established understanding of strategies for promoting high standards for literacy, articulation and the correct use of standard English and is able to use a range of strategies to put these into practice.</p>                                     | <p>Demonstrates a well-established and thorough understanding of strategies for promoting high standards for literacy, articulation and the correct use of standard English and is able to use a wide range of strategies to put these into practice.</p>   |
|  | <p><b>d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b></p>  | <p>Has no or limited understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this.</p>  | <p>Demonstrates sufficient understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.</p>   | <p>Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils' reading skills.</p>  | <p>Demonstrates a thorough understanding of the role systematic synthetic phonics in the teaching of early reading and applies this knowledge to provide engaging and challenging learning opportunities to develop pupils' reading skills.</p>   |
|  | <p><b>e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</b></p>  | <p>Has no or limited understanding of strategies for the teaching of early mathematics and hence limited or no success in doing this.</p>   | <p>Demonstrates sufficient understanding of strategies for the teaching of early mathematics.</p> <p>Applies this knowledge to devise appropriate learning opportunities to support pupils' developing mathematical skills.</p>  | <p>Demonstrates a good understanding of strategies for the teaching of early mathematics</p> <p>Increasingly applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills.</p>                  | <p>Demonstrates a thorough understanding of strategies for the teaching of early mathematics.</p> <p>Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils' mathematical skills.</p>   |



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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Have secure pedagogical and subject/phase related knowledge and understanding?</li> <li>• Have knowledge of recent NC frameworks and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these?</li> <li>• Plan and set subject/phase related targets for individuals and groups of learners?</li> <li>• Break down ideas and concepts and sequence them logically to support the development of learners' knowledge and understanding?</li> <li>• Answer learners' questions confidently and accurately?</li> <li>• Construct and scaffold learning, know when to make effective interventions and respond to learners' common misconceptions and mistakes?</li> <li>• Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase?</li> <li>• Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these?</li> <li>• Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Subject knowledge, key concepts and principles identified</li> <li>• Lesson plans, schemes of work and resources providing examples of how pupil literacy is being developed</li> <li>• Differentiated resources planned and utilised</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• Demonstration of clear subject knowledge and the ability to develop pupil understanding</li> <li>• Use of guided reading and development of appropriate subject specific vocabulary</li> <li>• Questioning builds on answers and pupils asked to build upon and reflect upon their answers</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Assessment includes language and literacy learning</li> <li>• Summative, formative and diagnostic assessment of pupil understanding</li> </ul> <p>Additional evidence</p> <ul style="list-style-type: none"> <li>• Subject knowledge audits</li> <li>• Assignments</li> </ul> |
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| S4  | Standards  | Unsatisfactory Progress  | Requires Improvement   | Good   | Outstanding   |
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| <b>S4: Plan and Teach well structured Lessons</b> | <b>a) Impart knowledge and develop understanding through effective use of lesson time.</b>   | Shows little effective use of time and pacing. Lacks confidence to adapt learning as the needs arises. Pupils are often over or under challenged.  | <b>Maintains the pace of the learning, is able to respond flexibly to events and have the confidence to adapt their teaching in order to respond to the needs of pupils.</b>   | Lesson pace and learning is well maintained and shows constructive use of time.  | Learning is evident through well-paced activities .   |
|   | b) Promote a love of learning and children’s intellectual curiosity.   | Does not or rarely takes into account pupils’ responses and shows little evidence of being able to develop and expand on their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity. | Employs teaching strategies and resources which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity.   | Interactions are carefully planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.<br><br>Willing to take risks to capture interest and make learning interesting.<br><br>Pupils can generally see the relevance of their learning and this often stimulates their intellectual curiosity. | Consistently supports all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and situations.<br><br>Takes risks when making learning interesting.<br><br>Pupils see the relevance of their learning and this stimulates their intellectual curiosity. |
|   | c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Homework is rarely or not planned and does not provide sufficient consolidation of learning. Little or no thought given to the possibility of out-of-school learning.  | Understands how and can sustain pupils’ progress and consolidate learning.<br><br>Can design and set appropriate tasks.  | Plans homework that consolidates, extends and reinforces knowledge and understanding.<br><br>Plans opportunities for out-of-class activities which are safe and generally relevant and suitable.   | Plans focused homeworks and out of class learning that consolidates, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning.<br><br>Plans opportunities for out-of-class activities which are safe, relevant and suitable.                      |
|   | <b>d) Reflect systematically on the effectiveness of lessons and approaches to teaching</b>  | Limited or no reflection or evaluation on own practice.<br><br>Pays little or no attention to advice and does not accept constructive criticism to improve practice.   | <b>Evaluates and reflects in order to improve on own practice.</b><br><br><b>Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets.</b> | Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.<br><br>Shows ability to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils.   | Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners to inform future planning, teaching and learning.<br><br>Acts upon advice and guidance to develop their professional practice.  |
|   | e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas.                                 | Little involvement with or contribution to the design and provision of the curriculum.   | Works collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum.   | Collaborates with colleagues and has made contributions to curricular developments.  | Has contributed to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum.  |

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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate?</li> <li>• Manage the timing and pace of lessons, intervene effectively and change direction and the shift in emphasis to support learning?</li> <li>• Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils' learning and put this into the context of the real world?</li> <li>• Design homework and out of class work that takes account of learners' attainment, needs and interest that can be completed independently or with appropriate support?</li> <li>• Use the feedback from more experienced colleagues and the experience of observing others to identify ways of improving their practice?</li> <li>• Seek opportunities to engage in collaborative planning and teaching?</li> <li>• Understand the need to consider the role of parents and carers in supporting learners with homework?</li> <li>• Know about the appropriate arrangements and risk assessments required for out of class activities?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Plans which show challenging learning objectives based upon prior learning</li> <li>• Planning shows differentiation and effective use of time</li> <li>• Homework that is suitably challenging and engaging</li> <li>• Planning that demonstrates an understanding of school, national curriculum, examination requirements</li> <li>• Lesson planning takes account of wider objectives linked to social and personal skills</li> <li>• Documentation supporting out of class learning</li> <li>• Lesson plans promote independent and collaborative working</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Accurate evaluations consistent with colleagues judgements</li> <li>• Reflection activities that actively seeks to improve practice</li> <li>• Evaluations and reflections that have led to improvements</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• Observation identifies enthusiasm for teaching</li> <li>• Observations of out of class activities</li> <li>• Lessons utilising appropriate teaching and learning strategies</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Assessment of homework consistent with subject/ school policy</li> <li>• Appropriate and timely feedback to learners</li> </ul> |
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| S5  | Standards   | Unsatisfactory Progress  | Requires Improvement   | Good   | Outstanding  |
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| <b>S5: Adapt teaching to respond to the strengths and needs of all pupils</b> | <b>a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b>   | Lessons are mostly or inappropriately pitched for the needs of the learners which results in ineffective teaching and use of time.   | <b>Lessons show evidence of having considered some individual learning needs and employ differentiation strategies that address the learning needs of some pupils and thus remove some barriers to learning.</b>   | Lessons show evidence of having considered the individual learning needs and employ differentiation strategies that address the learning needs of pupils and thus remove many barriers to learning.  | Lessons show consistently strong evidence of having considered the individual learning needs and employ differentiation strategies that address the learning needs of all pupils and thus remove barriers to learning.   |
|   | b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.  | Limited or lacking understanding of the factors that inhibit pupils' learning.   | Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils' ability to learn, and can adapt teaching to help overcome these.<br><br>Understanding is shown of the challenges and opportunities of teaching in a diverse society. | Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils' ability to learn and can adapt teaching to help overcome these.<br><br>Has an appropriate level of understanding of the challenges and opportunities of teaching in a diverse society. | Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils' ability to learn.<br><br>Has a thorough understanding of the challenges and opportunities of teaching in a diverse society. |
|   | 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  | Fails or mostly fails to demonstrate an understanding of the physical, social and intellectual differences and needs at different stages in pupils' development.                                   | Demonstrates awareness of how physical, social and intellectual development can influence pupils' educational outcomes.  | Demonstrates a sound awareness of how physical, social and intellectual development can influence pupils' educational outcomes.  | Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes  |
|   | 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. | Fails or mostly fails to demonstrate an understanding of the diverse needs of pupils.<br><br>Has limited ability or is unable to adapt or evaluate teaching to meet the different needs of pupils. | Demonstrates understanding of the diverse needs of pupils.<br><br>Is able to adjust teaching, and evaluate it, to meet the different needs of pupils.  | Demonstrates sound understanding of the diverse needs of most learners.<br><br>Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners.  | Demonstrates an excellent understanding of the diverse needs of all learners.<br><br>Is able to adapt teaching effectively and evaluate it to meet the diverse needs of all learners.  |

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| <p>How well does the Trainee:</p> <ul style="list-style-type: none"> <li>• Take into account the key factors that contribute to the development and well being of learners?</li> <li>• Understand the extent to which different backgrounds and influences may have an impact on learning?</li> <li>• Know and understand the factors that can present barriers to learning, progress and well being and how these barriers might be overcome?</li> <li>• Interpret and use school level data to identify targets for learners?</li> <li>• Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?</li> <li>• Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Planning based upon prior assessments</li> <li>• Planning identifies clear differentiation strategies</li> <li>• Clear Assessment for Learning (AfL) strategies planned</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• Observation identifies clear introduction and sequences of learning</li> <li>• Questioning builds on answers and pupils asked to build upon and reflect upon their answers</li> <li>• Effective use of plenaries to reflect upon learning</li> <li>• Pupils are attentive at the start of episodes of learning</li> <li>• Support staff employed appropriately</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Assessment is undertaken regularly</li> <li>• Record keeping is up to date and used formatively</li> <li>• Use of school data e.g. FSM, EAL, SEN</li> </ul> |
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| S6  | Standards  | Unsatisfactory Progress   | Requires Improvement   | Good   | Outstanding  |
|---|--|---|--|--|--|
| <b>S6: Make accurate and productive use of assessment</b> | a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements        | Rarely or does not recognise opportunities to assess relevant subject knowledge.<br><br>Demonstrates limited understanding of statutory assessment requirements.                                    | Recognises opportunities for, and carries out, assessment of relevant subject knowledge of the pupils they teach.<br><br>Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks  | Uses well developed subject knowledge and accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks.<br><br>Carries out assessment of relevant subject knowledge effectively, and demonstrates a good understanding of statutory assessment requirements and makes accurate assessments.  | Draws on excellent subject knowledge to plan and set challenging tasks based on accurate assessment of learner's prior skills, knowledge and understanding.<br><br>Assessment carried out effectively, and demonstrates an excellent knowledge of statutory assessment.  |
|   | b) Make use of formative and summative assessment to secure pupils' progress   | Rarely or does not recognise opportunities to make use of formative and summative assessment in securing pupils' progress, especially for those with special educational needs/and or disabilities. | Uses appropriate opportunities for formative and summative assessment to secure pupil progress including those with special educational needs/and or disabilities.   | Makes frequent use of a range of formative and summative assessment methods to secure individual pupils' progress; can give examples of how they have secured progression for all groups of pupils, including those with special educational needs and/or disabilities.  | Accommodates individual pupils' differences in their use of a range of formative and summative assessment to secure progress; can give extensive and varied examples of how they have secured and sustained progression for all groups of pupils, including those with special educational needs/and or disabilities within a lesson and over a sequence of lessons. |
|   | c) Use relevant data to monitor progress, set targets, and plan subsequent lessons   | Rarely or does not use data to monitor progress, set targets or plan subsequent lessons.<br><br>Records of pupil progress are rarely or not maintained.   | Uses relevant data to monitor progress, set targets and plan subsequent lessons.<br><br>Records of pupil progress and attainment are maintained.<br><br>Broadly makes accurate use of assessment demonstrating secure knowledge of different kinds of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons. | Uses a range of relevant data to monitor progress, set targets and plan subsequent lessons.<br><br>Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting;<br><br>Assesses pupils' progress regularly and accurately; discusses assessments with them so that learners know how well they have done and what they need to do to improve. | Uses a range of relevant data to monitor pupil progress and set targets.<br>Lesson planning is informed by how well pupils meet targets.<br><br>Records of pupil progress and attainment are up to date, detailed and used to inform future planning and target setting.   |
|   | <b>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</b> | Rarely or does not use opportunities to give pupils regular oral feedback or written comments and marks.<br><br>Pupils are rarely or not encouraged to respond to feedback.                         | <b>Recognises and uses appropriate opportunities to give pupils regular oral feedback and written comments.</b><br><br>Pupils are encouraged to respond to feedback.   | Uses a range of methods to give pupils regular and constructive feedback.<br><br>Pupils are encouraged and given time to respond to constructive feedback.   | Uses and analyses a range of methods to give pupils regular and constructive feedback.<br><br>Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress.  |

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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Know the assessment requirements and arrangements for the subjects/phase including those for examinations?</li> <li>• Make effective use of the schools; monitoring, assessment and recording policy?</li> <li>• Know how to prepare pupils for assessment activity?</li> <li>• Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning?</li> <li>• Relate assessment to learning objectives, learning activities and learning outcomes?</li> <li>• Use a range of assessment strategies including self and peer assessment effectively?</li> <li>• Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve?</li> <li>• Know, understand and use available data'sets to improve the quality of teaching and learning and set appropriate targets for pupils?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Clear classroom routines identified</li> <li>• Assessment data is used to inform planning</li> <li>• Planning of high order and diagnostic questions</li> <li>• Linking learning sequences</li> <li>• Lesson planning takes account of wider objectives linked to social and personal skills</li> <li>• Lesson plans promote independent and collaborative working.</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Evaluations identify future learning targets</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• The use of effective feedback at individual, small group and whole class level</li> <li>• Questioning builds on answers and pupils asked to build upon and reflect upon their answers</li> <li>• Effective use of plenaries to identify pupil understanding</li> <li>• Learners reflect on learning and set / review own targets</li> <li>• Observes pupil activity and makes appropriate responses</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Assessment is undertaken regularly</li> <li>• Use of tests, mock examinations and controlled assessments to provide appropriate feedback</li> <li>• Record keeping is up to date and used formatively</li> <li>• Pupils know how to progress to the next level</li> </ul> <p>Additional evidence</p> <ul style="list-style-type: none"> <li>• Assignments</li> </ul> |
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| S7   | Standards   | Unsatisfactory Progress   | Requires Improvement   | Good   | Outstanding   |
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| <b>S7: Manage behaviour effectively to ensure a good and safe learning environment</b> | <b>a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy</b> | <p>Rules and routines not established or consistent in accordance with the school's behaviour policy.</p> <p>Limited awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school.</p> | <p><b>Clear rules and routines for behaviour in the classroom applied in accordance with the school's behaviour policy .</b></p> <p><b>Takes responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school.</b></p> | <p>Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school's behaviour policy.</p> <p>Consistently reinforces good and courteous behaviour in the classroom and around the school .</p> | <p>Pupils demonstrate a shared understanding of rules and routines for behaviour which are embedded and implemented consistently in accordance with the school's behaviour policy.</p> <p>Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation.</p> |
|  | <b>b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly</b>                            | <p>High expectations of behaviour rarely or not yet evident.</p> <p>Use of praise, sanctions and rewards neither consistent nor fair.</p>   | <p><b>High expectations of behaviour are evident.</b></p> <p><b>Establishes a framework for discipline, deploying strategies, including the use of praise, sanctions and rewards applied consistently and fairly.</b></p>  | <p>Maintains high expectations of pupils' behaviour .</p> <p>Establishes and maintains an effective framework for discipline, consistently and fairly incorporating the use of praise, sanctions and rewards.</p>                                      | <p>Sustains high expectations of behaviour which are integral to learning.</p> <p>Establishes and maintains a very effective framework for discipline, consistently and fairly, using a wide range of strategies.</p>   |
|  | c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them  | Pupil involvement and motivation is limited by ineffective class management.  | Manages, involves and motivates classes effectively using approaches which are appropriate to most pupils' needs.  | Demonstrates a wide range of approaches in managing, involving and motivating classes in ways appropriate to pupils' needs.  | Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils' needs.   |
|  | d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary  | <p>Has difficulties establishing or fails to establish effective relationships with pupils.</p> <p>Authority lacks confidence and interventions are ineffective.</p>  | <p>Maintains appropriate relationships with most pupils creating a supportive learning environment.</p> <p>Is able to exercise appropriate authority and act decisively when necessary.</p>  | Makes timely and appropriate interventions to maintain good discipline.  | <p>Strong relationship with pupils ensures a productive and inspiring learning environment.</p> <p>Ensures that any matters relating to pupil behaviour are addressed immediate thus maximising their learning.</p>   |



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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self control and independence so that all learners can make progress??</li> <li>• Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions?</li> <li>• Minimise the impact of negative behaviour of some pupils on teaching and the learning of others?</li> <li>• Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil?</li> <li>• Understand the link between learners' behaviour and their involvement and engagement with learning?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Seating plans and clear classroom routines identified</li> <li>• Planning showing the effective use of additional classroom support</li> <li>• Planning showing consideration of clear behaviour management strategies</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Evaluations identify future learning targets</li> <li>• Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance</li> </ul> <p>Lesson observations from mentors and tutors</p> <ul style="list-style-type: none"> <li>• High expectations and effective and appropriate behaviour management strategies observed</li> <li>• Variety of styles, variation of tone and language appropriate to audience</li> <li>• Effective relationships with pupils being developed</li> <li>• School policies for behaviour used appropriately</li> </ul> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Records of sanctions and disruptive pupils maintained</li> </ul> |
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| S8  | Standards   | Unsatisfactory Progress   | Requires Improvement  | Good  | Outstanding   |
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| <b>S8: Fulfil Wider Professional Responsibilities</b> | a) Make a positive contribution to the wider life and ethos of the school   | Some awareness of school ethos, policies and procedures but requires help in making professional judgments in relation to them.<br><br>Limited knowledge of teachers' legal responsibilities. | Beginning to contribute positively to the wider life and ethos of the school.<br><br>Has an understanding of teachers' legal responsibilities.  | Proactive about making a positive contribution to the life and ethos of the school.<br><br>Has a good understanding of teachers' legal responsibilities.  | Are proactive and make a significant contribution to the wider life and ethos of their school.<br><br>Has a clear understanding of teachers' legal responsibilities.  |
|   | <b>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b>                 | Limited awareness of the roles and responsibilities of colleagues.<br><br>Shows limited or no evidence of being able to draw upon other colleague' expertise without support and guidance.    | <b>Understands the roles responsibilities of different colleagues.</b><br><br><b>Consults with and can utilise other colleagues' expertise when necessary including those with responsibility for special needs and disabilities.</b> | Consults with the different colleagues as appropriate knowing when to draw on their help and advice.<br><br>Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities. | Effectively consults with the different colleagues as appropriate knowing when to draw on their help and advice.  |
|   | c) Deploy support staff effectively   | Limited ability or unable to deploy support staff effectively.  | Has some ability to deploy support staff effectively to facilitate pupil learning.<br><br>Evidence of consultation with support staff in planning and classroom delivery.   | Able to deploy support staff effectively to facilitate pupil learning for all groups.<br><br>Evidence of collaborative work with support staff to facilitate pupils' learning.  | Clear evidence of effective professional relationships with support staff that demonstrate collaborative working and deployment of support staff to maximise the learning of all pupils.  |
|   | <b>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</b> | Limited awareness of or not clear about own strengths and areas for development. Not proactive in own development.<br><br>Rarely or does not respond to advice and feedback from colleagues.  | <b>Engages with own professional development.</b><br><br><b>Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development.</b>                                  | Proactive with their own learning and professional development.<br><br>Shows willingness to take advice and act upon feedback from colleagues and engage in discussion about improvements and areas for development.                                      | Proactive with their own learning and professional development in order to improve teaching.<br><br>Are open to coaching and mentoring and respect the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice. |
|   | e) Communicate effectively with parents with regard to pupils' achievements and well being  | Requires structured guidance to communicate with parents and carers about pupils' achievements and well-being.  | Communicates adequately with parents and carers about learners' achievements and well-being.  | Communicates well with parents and carers about learners' achievements and well-being.  | Communicates very effectively with parents and carers about learners' achievements and well-being.  |

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| <p>How well does the trainee:</p> <ul style="list-style-type: none"> <li>• Involve themselves in the wider role of the school through pastoral/form tutor work. PSHCE, assemblies, out of school learning, extra curricular activity, staff meetings and CPD activity?</li> <li>• Seek support and communicate effectively with other colleagues?</li> <li>• Recognise the value, expertise and benefits to learning of co-operative working?</li> <li>• Plan for, brief and deploy effectively other adults in and out of the classroom?</li> <li>• Review their professional learning and practice on a regular basis and identify strategies to improve?</li> <li>• Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice?</li> <li>• Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers?</li> <li>• Acknowledge the contribution that parents and carers can make to the children's learning and well being despite home circumstances or experiences of education?</li> </ul> | <p>Evidence for this standard may be demonstrated by:</p> <p>Planning documentation</p> <ul style="list-style-type: none"> <li>• Participation in jointly planned activities</li> <li>• Development and sharing of resources</li> </ul> <p>Reflective Documents</p> <ul style="list-style-type: none"> <li>• Effective use of feedback from mentors/tutors</li> <li>• Identification of professional development (CPD) needs</li> <li>• Evaluate and act upon advice and suggestions</li> </ul> <p>Lesson observations from mentors and tutors</p> <ol style="list-style-type: none"> <li>1) Participation in wider school activities</li> <li>2) Taking of assemblies, form time, PSHCE</li> <li>3) Consultations with parents, pastoral staff, SENCO, other teachers to support and plan for the pupils they teach</li> <li>4) Team teaching</li> <li>5) Understands and implements whole school policies e.g. dress code, communication with parents, assessment and recording procedures</li> </ol> <p>Pupil assessment records</p> <ul style="list-style-type: none"> <li>• Parents consultation and general communication with parents in line with school policy and procedures</li> </ul> <p>Additional evidence</p> <ul style="list-style-type: none"> <li>• Assignments and audits</li> </ul> |
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## PART TWO: Personal and Professional conduct

| Standard Prompts   | Areas specific to this section will be exemplified by trainee teachers when they are:   |
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| <ul style="list-style-type: none"> <li>• <b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by</b> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>• having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.</li> </ul> </li> <li>• <b>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach</b> <ul style="list-style-type: none"> <li>• Teachers must maintain high standards of attendance and punctuality.</li> </ul> </li> <li>• <b>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b></li> </ul> | <ul style="list-style-type: none"> <li>• punctual and prepared for lessons</li> <li>• following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes</li> <li>• registering classes and coding absences</li> <li>• helping children and young people to become confident and successful learners</li> <li>• addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them</li> <li>• aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils</li> <li>• discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils)</li> <li>• meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability</li> <li>• sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations.</li> <li>• clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations</li> <li>• taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues</li> <li>• dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance</li> <li>• demonstrating an understanding of the child protection procedures in the school</li> <li>• clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection</li> <li>• knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups</li> <li>• aware of cyber bullying and prevention schemes</li> <li>• aware of fire procedures, health and safety measures, first aiders etc</li> <li>• aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation</li> <li>• aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this</li> <li>• putting the wellbeing, development and progress of children and young people first</li> <li>• demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers</li> <li>• demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession</li> </ul> |

**Other relevant professional development**

(eg courses, INSET in school, sports, music, extra-curricular activities, private tuition, previous career)

| Nature of professional development | Location and date |
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