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| Faculty of Arts, Professional and Social Studies: Teacher Education and Professional Learning |

LJMU ITT – Audit of the

Teachers’ Standards

**Assessment Descriptors**

**(Criteria)**

**for School-based ITT Mentors & Liaison Tutors**

**NB:** The ITT Tracking Document is maintained by the Trainee Teacher, in discussion with mentors across the Phases of Training and used in conjunction with weekly and review meetings. These descriptors are used for the duration of training thus it is not unusual for a trainee to be graded (3) in the early stages, until they accrue evidence from further experience.

**Key Points to note:**

The ITT tracking document is used throughout the training programme and the expectation is that, through gathering experience and evidence, trainees will make progress through the grades from 4 – 3 – 2 - 1

Trainees should highlight their progress during each Phase of training, on the grade descriptors **using the colour codes above**. **This must be discussed with mentors and progress agreed by them.**

Highlighted progress should be based on evidence, drawing on the knowledge of all staff involved in the trainee’s development. A best fit approach should be taken to the descriptors.

The trainee should regularly record key evidence in the audit pages of this document, listing where it can be found. **There is NO requirement for a separate “evidence file”.**

Evidence and progress accrues over time. **To achieve the higher grades trainees need to demonstrate consistent practice and have evidence from more than one key stage.**

Where trainees move placement, previous evidence has been verified by mentors/LJMU staff and should be built upon.

**Grades on Phase Review forms should MATCH the highlighted sections in the ITT Tracking document.**

**Guidance notes: Reaching a judgement about a trainee’s attainment**

* The descriptors provide a benchmark **Requires improvement/further experience (3)** of the minimum requirements for recommendation for QTS. It is desirable however that **all** trainees meet the Standards at a **Good (2)** level or **Outstanding (1)** level by the end of their training.

**Using the descriptors throughout the programme inevitably means that some trainees are likely to attain lower grades in the early stages. This is to be expected because they lack sufficient experience and thus evidence. It is very important that trainees and mentors are clear that this is normal at the earlier stages of training and NOT an indication of poor progress. This approach provides an opportunity to map the trainee’s progress, highlight priorities for professional development, support target setting and offer the trainee a clear opportunity to reach their potential as their experience and evidence grows.**

* The Standard descriptors 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 meeting the Standard requirements at a ‘high level for QTS’. The Standard descriptors **describe the standard that can reasonably be expected of the trainee teacher** **at the point of recommendation for the award of QTS.**
* The Standard descriptors are used **summatively** to assess the outcome grade for the trainee using a ‘best fit’ approach at each Phase review point. All descriptors must be graded 3 (meeting the Standards at a minimum level but requiring improvement) or higher by the conclusion of the training programme for the recommendation of the award of QTS .**Evidence against the descriptors must be listed by the trainee at each Phase review point and sampled at each assessed stage in order to arrive at a judgement**.
* Trainees who **Require Improvement (3)**meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards **by the end of their training**, but their teaching over time is not yet good.
* Trainees who meet the Standards at a **Good (2)** level demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. Much of their teaching over time is good; some is outstanding.
* Trainees who meet the Standards at an **Outstanding (1)** level demonstrate excellent practice in the majority of the standards and all related to their personal and professional conduct. Much of their teaching over time is outstanding and never less than consistently good.
* The ‘how well does the trainee’ questions at the end of the document should be used formatively as the basis of discussions related to trainee progress. The examples of evidence section will support both trainees and mentors in identifying where additional evidence may be required in order to enhance their current progress.
* **In discussion, the trainee, with the mentor should highlight** or circle each Standard descriptor to determine if a Standard has been met and to arrive at a grade for the Standard. The trainee does not have to meet each Standard descriptor on an individual placement but should have sufficient coverage to justify meeting the Standard by the end of their training. A trainee has to meet each Standard descriptor (at a minimum level or above) by the end of the course through evidence provided from across all school experiences, assignments, enhancement experiences, etc.

**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.***

**Trainee Tracking | Standard S1:** Set high expectations which inspire, motivate and challenge pupils

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| **S1** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
| **S1: Set high expectations which inspire,**  **motivate and challenge pupils** | **a** | establish a safe and stimulating environment for pupils, rooted in mutual respect | Is not yet able to establish a safe and stimulating environment to engage pupils’ interest in learning.  Can struggle to achieve the respect of pupils. | Is capable of maintaining a safe and stimulating environment that will engage and sustain pupils’ interest and learning.  Is able to gain sufficient respect to allow for a range of approaches to teaching and learning to take place effectively. | Is able to adopt and adapt a range of effective approaches and strategies to establish a safe and stimulating environment to sustain pupils’ interest in learning.    Is able to establish an environment characterized by mutual respect. This allows for a range of approaches to learning and classroom organisation to be effectively used | Consistently uses innovative and creative approaches and strategies to establish a safe and stimulating environment that sustains pupils’ interest in learning.  Earns evident and mutual respect across a range of classes, which allows for a wide range of approaches to learning and classroom organisation to be used. |
| **b** | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | Requires the support of another professional to set goals that stretch and challenge pupils. | Is able to set goals that challenge pupils of all backgrounds, abilities and dispositions | Can set effective goals that stretch, motivate and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Consistently sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. |
| **c** | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is not yet able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Consistently demonstrates the positive attitudes, values and behaviour expected of all pupils and through modelling these expectations, has a positive impact on the conduct and behaviour of pupils. | Always effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and through consistent modelling of expectations, has a positive impact on the conduct and behaviour of all pupils. |

**Trainee Tracking | Standard S2:** Promote good progress and outcomes by pupils

| **S2** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S2: Promote good progress and outcomes by pupils** | **a** | be accountable for pupils’ attainment, progress and outcomes | Is not ready to be accountable for pupils’ attainment, progress and outcomes.  Is not yet aware of pupils’ progress when evaluating learning. | Is able to take accountability for pupils’ attainment, progress and outcomes  Can evaluate pupils’ progress accurately | Is accountable for the attainment, progress and outcomes of the pupils during their teaching.  Can effectively and accurately evaluate pupil’s attainment and progress and identify next steps for improvement. | Is consistently accountable for the attainment, progress and outcomes of the pupils during their teaching.  Demonstrates astute evaluation of the impact of teaching on pupils’ attainment, progress and outcomes and uses this consistently to inform subsequent teaching |
| **b** | be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | Is not yet able to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and so is unable to plan teaching to build on these. | Can generally make accurate use of evidence gathered on pupils’ capabilities and prior knowledge and use this to plan effectively, so that all groups of learners make some progress. | Demonstrates an understanding of pupils’ capabilities and their prior knowledge which informs planning.  Is able to assess pupils’ prior knowledge, in order to plan and teach lessons that ensure that all pupils, including those who are disabled and those who have special educational needs, make progress. | Shows a thorough and detailed understanding of pupils’ capabilities and prior learning drawn from and based on consistent use of focused assessment.  Consistently demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress. |
| **c** | guide pupils to reflect on the progress they have made and their emerging needs | Is not yet able to guide pupils to reflect on the progress they have made and their emerging needs. | Has an understanding of the progress and emerging needs of pupils.  Can guide pupils to reflect on the progress they have made and their emerging needs. | Has developed a sound understanding of pupils’ progress and their emerging needs.  Regularly supports pupils to identify the progress they have made and understand what they need to do to improve. | Consistently demonstrates a sound understanding of pupils’ progress and their emerging needs.  Consistently offers pupils high quality feedback which enables them to reflect on the progress they have made and identify what they need to do to improve. |
| **S2: Promote good progress and outcomes by pupils** | **d** | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | Is not yet able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Can demonstrate knowledge and understanding of how pupils learn and how this impacts on their planning and teaching. | Regularly makes good use of knowledge and understanding of how pupils learn and uses this to inform their teaching | Is consistently and effectively able to use knowledge and understanding of how pupils learn, to improve their teaching |
| **e** | encourage pupils to take a responsible and conscientious attitude to their own work and study. | Is not yet able to encourage pupils to take a responsible and conscientious attitude to their own work and study. | Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study. | Regularly sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are reflected in the pupils’ responses. | Consistently and effectively encourages pupils to meet high and challenging expectations resulting in a responsible and conscientious attitude to work and study. |

**Trainee Tracking | Standard S3:** Demonstrate good subject and curriculum knowledge

| **S3** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S3: 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 | Requires significant and constant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils.  Does not foster and maintain pupils’ interest in the subject, and does not address misunderstandings. | Demonstrates appropriate subject knowledge of relevant subject and curriculum area(s) in their teaching  Can foster and maintains pupils’ interest and address misunderstandings. | Shows secure subject and curriculum knowledge of relevant subject and curriculum area(s) in their teaching  Regularly fosters and maintains pupils’ interest as well as anticipating and addressing misunderstandings and answering questions confidently. | Is highly confident and proficient in subject and curriculum knowledge  Is consistently able to foster and maintain the interest of all pupils. Addresses misconceptions and answers challenging questions with confidence. |
| **b** | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Is not yet able to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship. | Can demonstrate a critical awareness of developments and changes in subject and curriculum areas.  Promotes the value of scholarship amongst pupils within subject and curriculum areas. | Regularly demonstrates an awareness of developments and changes in subject and curriculum areas.  Regularly promotes scholarship and further study to all pupils within subject and curriculum areas. | Consistently demonstrates a high level of critical awareness of developments in both subject and curriculum areas.  Consistently and effectively promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area. |
| **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 | Is not yet able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.  Significant errors in use of standard English | Is able to demonstrate an understanding of and take responsibility for promoting high standards in literacy, articulacy and the correct use of standard English.  Models correct use of standard English | Demonstrates a clear understanding of how to develop the reading, writing and communication skills of the pupils they teach.  Takes active responsibility for promoting and personally demonstrating high standards in literacy, articulacy and the correct use of standard English. | Consistently demonstrates understanding of how to develop reading, writing and communication effectively to enhance the progress of pupils they teach.  Consistently and proactively takes responsibility for promoting and personally demonstrating high standards in literacy, articulacy and the correct use of standard English. |
| **S3: Demonstrate good subject and curriculum knowledge** | **d** | if teaching early  reading, demonstrate a clear understanding of systematic synthetic phonics  (primary) | Cannot yet show understanding of the role of systematic synthetic phonics in the teaching of early reading and hence has limited or no success in doing this.  May be able to teach from existing plans but quality of teaching is not good enough to secure any learning and cannot articulate why the lesson was planned as it was. | * Shows evidence of subject knowledge but this is inconsistent. For example, phonemes may not always be articulated correctly; the graphemes may be incorrectly put into phoneme frames, the wrong grapheme may be used when demonstrating spelling. * May be able to follow a phonics plan but not deviate from this and respond to children’s needs at the point of teaching due to insecure subject knowledge. * Independently is able to write individual phonics plans but is not consistently able to rely on subject knowledge to inform assessment to change/inform the next plan. * Does not always model correct letter formation. * Focuses very much on the discrete phonics lessons and applies subject knowledge across the curriculum rarely and/or when prompted. * Does not make links with language comprehension to develop children’s reading skills. * Has limited experience across different phases and key stages. * Makes use of class teacher’s records to inform planning and set targets in SSP. | * Demonstrates Subject knowledge during teaching which is *mostly* secure and consistent. * Shows subject knowledge which is secure enough to allow ***some*** confidence DURING lessons to respond at the point of need to anticipated misconceptions/questions. * Independently is able to plan a series of lessons which reflect sound subject knowledge of the progressive nature of synthetic phonics. * Models correct letter formation linked to the school’s handwriting policy. * **At times** draws on phonics subject knowledge to plan opportunities for children to apply phonics skills in e.g. guided reading/shared reading/writing and links are made with language comprehension to develop children’s reading skills. * Reflects on experience across difference phases and key stages and of teaching SSP in KS2. * Draws frequently on daily assessment to inform planning. * Works effectively with other adults to ensure children make good progress in SSP. * Demonstrates understanding of the need for words to be contextualised so children understand what they are reading and not just decoding | * Demonstrates Subject knowledge during teaching which is secure and consistent. * Shows subject knowledge which is secure enough to respond confidently at the point of need to any misconceptions/questions DURING lessons AND adapt future lessons. * Independently is able to plan a series of lessons which lead to all children making good progress. * Is consistently able to draw on subject knowledge to inform assessment to change/inform the next plan. * Consistently models correct letter formation. * Embedsopportunities for children to ***apply*** phonics skills throughout the curriculum thus indicating a sound understanding of the place and purpose of phonics. Does this in planning AND through opportunistic moments for example during shared reading. Makes cohesive links with language comprehension. * Can evaluate experience across different phases and key stages including KS2 where children are reading below age-related expectations. * Gathers and refers to formative and summative data to inform planning and target setting * Communicates effectively with, supports and leads other adults to ensure children make good progress in SSP and that learning is applied in other subjects. * If teaching phonics to older learners in KS2, ensures that the lesson content and context is of interest and age appropriate. |
| **S3: Demonstrate good subject and curriculum knowledge** | **e** | if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies.  (primary)  \* The current ‘Initial teacher education inspection handbook’ frequently replaces ‘early’ with ‘primary’. | Is not yet able to, if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Is able to, if teaching early\* mathematics, demonstrate a clear understanding of appropriate teaching strategies.  Applies this knowledge to devise appropriate learning opportunities to support pupils’ developing mathematical skills with some success. | Regularly demonstrates a secure understanding of strategies for the teaching of early mathematics.  Increasingly applies this knowledge well to prepare and deliver engaging and challenging learning opportunities to develop pupils’ mathematical skills. | Consistently demonstrates a thorough understanding of strategies for the teaching of early mathematics.  Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities which develop pupils’ mathematical skills over time. |

**Trainee Tracking | Standard S4:** Plan and Teach well-structured Lessons

| **S4** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S4: Plan and Teach well-structured Lessons** | **a** | impart knowledge and develop understanding through effective use of lesson time | Often poor use of lesson time which has a negative impact on learning. | Makes effective use of lesson time which ensures that pupils make progress | Ensures appropriate pace and variety and productive use of lesson time, with a positive impact on learning. | Always ensures high expectations of learning and productive use of lesson time with a notable impact on progress. |
| **b** | promote a love of learning and children’s intellectual curiosity | Is not yet able to promote a love of learning and children’s intellectual curiosity. | Is able to promote a love of learning and children’s intellectual curiosity. | Regularly promotes a love of learning and children’s intellectual curiosity. | Consistently and effectively promotes a love of learning and children’s intellectual curiosity. |
| **c** | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Has not set homework and planned other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Some homework is planned to provide opportunities for consolidation of learning outside of class. | Regularly plans homework which consolidates and reinforces knowledge and understanding outside of class and this has an impact on progress. | Consistently and effectively planshomework and out of class learning that consolidates, reinforces and extends existing knowledge and understanding and has an impact on progress. |
| **d** | reflect systematically on the effectiveness of lessons and approaches to teaching | Cannot reflect systematically on the effectiveness of lessons and approaches to teaching. | Is able to reflect systematically on the effectiveness of lessons and approaches to teaching. | Is systematically able to reflect in order to improve their practice.  Is able to judge the effectiveness of their lessons and the impact on all groups of pupils. | Is systematically and critically reflective in analysing, evaluating and improving their practice.  Is able to accurately judge the effectiveness of their lessons and the impact on all groups of pupils. |
| **e** | contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Does not yet show the ability to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Makes good contributions, in collaboration with colleagues, to the design and provision of an engaging curriculum within the relevant subject area(s). | Contributes effectively to curricular initiatives or developments and is able to design and evaluate creative approaches with some initiative and independence |

**Trainee Tracking | Standard S5:** Adapt teaching to respond to the strengths and needs of all pupils

| **S5** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S5: 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 | Does not yet know when and how to differentiate appropriately. | Shows evidence of having considered individual learning needs and differentiation strategies to address them. Strategies are appropriate to meet learners’ needs. | Regularly differentiates appropriately using approaches which enable pupils to be taught effectively. | Consistently and successfully differentiates 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 | Does not have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.  Has an awareness of the challenges of teaching in a diverse society. | Understands how to challenge and motivate pupils where attainment is low and uses effective strategies to support underperforming groups.  Has a well-developed understanding of the challenges and opportunities of teaching in a diverse society. | Understands the causes of low achievement; can consistently challenge and motivate pupils where attainment is low; and consistently uses effective strategies to support underperforming groups.  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 | Is not yet able to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils’ education at different stages of development. | Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development. | Regularly demonstrates an awareness of the physical, social and intellectual development of pupils and regularly adapts teaching to support pupils’ education at different stages of development. | Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and consistently and effectively adapts 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. | Does not 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 is not able to use and evaluate distinctive teaching approaches to engage and support them. | Has 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 is able to use and evaluate distinctive teaching approaches to engage and support them. | Regularly evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability, with English as an additional language, disabilities and pupils eligible for the pupil premium  Regularly uses and evaluates distinctive teaching approaches to engage and support a range of pupils. | Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability, with English as an additional language, disabilities and pupils eligible for the pupil premium  Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support a wide range of pupils. |

**Trainee Tracking | Standard S6:** Make accurate and productive use of assessment

| **S6** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S6: Make accurate and productive use of assessment** | **a** | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Knows and understands how to assess the relevant subject and curriculum areas including, with guidance, statutory assessment requirements. | Regularly assesses pupils’ achievement in the relevant subject and curriculum areas, including understanding statutory assessment requirements. | Can accurately and consistently assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using a range of measures |
| **b** | make use of formative and summative assessment to secure pupils’ progress | Is not yet able to make use of formative and summative assessment to secure pupils’ progress. | Is able to make appropriate use of formative and summative assessment to secure pupils’ progress. | Regularly uses formative and summative assessment to secure progress through a sequence of lessons over time. | Consistently and effectively uses formative and summative assessment to significant effect to secure progress for all pupils, through a sequence of lessons over time. |
| **c** | use relevant data to monitor progress, set targets, and plan subsequent lessons | Does not demonstrate understanding of how to use relevant data to monitor progress, set targets, and plan subsequent lessons.  Does not maintain records of pupil progress. | Is able to use relevant data to monitor pupil progress and plan subsequent lessons.  Generally maintains records of pupil progress and attainment | Regularly uses a range of relevant data to develop and monitor pupil progress over time.  Maintains records of pupil progress and attainment which are accurate and up to date and are used to inform future planning and target setting. | Consistently and effectively uses a range of relevant data to monitor pupil progress and evaluate the quality of their teaching over time.  Maintains records of pupil progress and attainment which are accurate and up to date and are effectively and consistently used to inform future planning and target setting. |
| **d** | give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Does not give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback. | Can give pupils regular oral feedback, or accurate written comments.  Encourages pupils to respond to feedback. | Uses a range of methods to give pupils regular and constructive feedback which contributes to pupil progress over time.  Allows time for pupils to respond to and to discuss feedback. | Consistently uses and evaluates a range of methods to give pupils regular and constructive feedback which contributes to pupil progress and learning over time.  Plans opportunities for pupils to respond to and to discuss feedback, which impacts on learning. |

**Trainee Tracking | Standard S7:** Manage behaviour effectively to ensure a good and safe learning environment

| **S7** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
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| **S7: 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 in classrooms and around the school, in accordance with the school’s behaviour policy | Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | Uses the school policy to develop clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy. | In accordance with the school’s behaviour policy:  Successfully applies rules and uses routines, creating a positive climate for learning;  Takes responsibility for ensuring that pupils behave well in the classroom and around the school modelling courteous behaviour;  Demonstrates commitment to and the skills needed for tackling bullying, including cyber and prejudice-based (and homophobic) bullying. | In accordance with the school’s behaviour policy:  Consistently uses rules and routines creating an excellent climate for learning;  Ensures that pupils behave well; modelling courteous behaviour in the classroom and around the school  Demonstrates a high level of commitment to and skills for tackling bullying, including cyber and prejudice-based (and homophobic) bullying. |
| **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 | Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies. | Has clear expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Has high expectations of behaviour, and successfully establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Consistently sustains high expectations of behaviour and successfully establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly to very positive effect. |
| **c** | manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | Is not yet able to manage classes effectively. | Is able to manage classes effectively, using approaches which are appropriate to most pupils’ needs in order to involve and motivate them. | Regularly demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs. | Consistently manages classes effectively to maximise pupil motivation and involvement using a wide range of approaches appropriate to pupils’ needs. |
| **d** | maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary. | Does not demonstrate the ability to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary. | Can maintain relationships with pupils which create a supportive learning environment.  Is able to exercise appropriate authority and act decisively when necessary. | Can form positive relationships with a range of pupils and this ensures timely and effective interventions are made to maintain behaviour conducive to learning.  Demonstrates confidence when it becomes necessary to exercise appropriate authority and act decisively to address behaviour | Consistently demonstrates strong and effective relationships with a range of pupils leading to a classroom environment which is highly conducive to learning.  Ensures that pupils respond positively and appropriately when it becomes necessary to exercise appropriate authority and act decisively to address behaviour |

**Trainee Tracking | Standard S8:** Fulfil Wider Professional Responsibilities

| **S8** | **Standard sub-headings** | | **Not yet meeting this standard (4):**  *For trainees in the early phases of training, this may simply reflect lack of experience.* | **Requires improvement/further experience (3)**: - Meeting the minimum level of practice, however:  *Trainees may need targeted development and/or further experience to progress to good.* | **Good (2):**  *Much of the quality of trainees’ teaching over time is good; some is outstanding.* | **Outstanding (1):**  *Much of the quality of trainees’ teaching over time is outstanding and never less than consistently good.* |
| --- | --- | --- | --- | --- | --- | --- |
| **S8: Fulfil Wider Professional Responsibilities** | **a** | make a positive contribution to the wider life and ethos of the school | Does not make a positive contribution to the wider life and ethos of the school. | Is beginning to contribute positively to the wider life and ethos of the school. | Is regularly proactive about making a positive contribution to the wider life and ethos of the school. | Is consistently proactive and makes a significant 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 | Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support. | Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Consults regularly with different colleagues as appropriate, knowing when to draw on their advice and specialist support.  Effectively utilises the expertise of other colleagues when necessary. | Consistently and effectively consults proactively with different colleagues drawing on their expertise to support pupil progress. |
| **c** | deploy support staff effectively | Is not yet able to deploy support staff effectively. | Can deploy support staff effectively. | Deploys support staff effectively to support pupil learning. | Consistently and effectively deploys support staff to maximise the learning of pupils. |
| **d** | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | Does not show responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues. | Engages with appropriate professional development.  Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements. | Regularly takes responsibility for improving their own teaching and learning through professional development.  Regularly respects and responds to advice and feedback from colleagues and engages in discussion about improvements and areas for development. | Is consistently proactive in improving their own learning and professional development in order to improve teaching.  Is consistently open to coaching and mentoring and respects the advice and guidance offered by colleagues with 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. | Does not yet demonstrate the ability to communicate effectively with parents with regard to pupils’ achievements and well-being. | Shows awareness of how to communicate effectively with parents and carers about pupils’ achievements and well-being. | Communicates effectively with parents and carers about pupils’ achievements and well-being, when appropriate. | Proactively communicates when appropriate with parents and carers about pupils’ achievements and well-being. |

| **PART TWO: Personal and Professional conduct** | | | |
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| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following descriptors define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career. | | | |
| **Teachers’ Standard:**  **Part 2 Descriptor** | | **Key Statement:** | **Evidence Chosen:** |
| **P2i** | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupil’s well-being, in accordance with statutory provisionsshowing tolerance of and respect for the rights of others * 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 * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. | * I am committed to upholding the high standards of the teaching profession, within and outside school * I have developed appropriate professional relationships with colleagues and pupils * I am able to safeguard pupils’ well-being, in accordance with statutory provisions * I understand that schools are required to develop pupils’ wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values.\* * I understand the challenges of teaching in modern British schools. \* * I am aware of the Prevent strategy and its implications. \* * I understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions\*   I understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media. |  |
| **P2ii** | 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. | * I demonstrate a highly professional approach to teaching, displaying high standards of personal and professional behaviour, inside and outside school. * My language and dress are highly professional and in line with school policy. * I am always punctual for school, lessons, meetings, etc. * I always inform the school/my colleagues of reasons for any non-attendance involving my teaching obligations or other professional meetings and responsibilities in line with school policy. * I have read, understood and apply school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. and act on these in my planning, teaching and wider involvement in the life of the school. * I take appropriate responsibility for my own and pupils’ well-being in the classroom and during off-site activities or visits. |  |
| **PART TWO: Personal and Professional conduct (continued)** | | | |
|  | | | |
| **Teachers’ Standard:**  **Part 2 Descriptor** | | **Key Statement:** | **Evidence Chosen:** |
| **P2iii** | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | * I am able to articulate, and abide by, the roles and responsibilities of a teacher as set out in the statutory School Teachers’ Pay and Conditions document. * I am aware of my own responsibilities in relation to, for example, equality legislation, duties and safeguarding. * I can understand and follow the school’s policy if and when reporting a concern. * I am able to judge when I may need advice and help in matters of Child Protection or confidentiality. |  |

\* Note: Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

**Guidance on the Teachers’ Standards (S1-S8) & (P2)**

**Including prompt questions and examples of evidence**

**Guidance for Standard S1:** Set high expectations which inspire, motivate and challenge pupils

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * Establish fair, respectful, trusting, supportive and constructive professional relationships with pupils? * Help learners to show respect and sensitivity in their relationships with one another and the teacher? * Demonstrate a purposeful and safe atmosphere characterised by respect and co-operation? * Succeed in teaching learners to co-operate, to collaborate and listen to others? * 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? * Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach? * 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? * Resolve conflicts and individual learner’s problems sensitively to protect their self-esteem? * Establish high expectation for learner’s learning and behaviour? * Demonstrate an understanding of the needs of all pupils and minority groups? | **Evidence for this standard may be found in:**  **Planning documentation which evidences that:**   * Clear classroom risks, resources and routines are being demonstrated * Resources are planned to meet challenging learning outcomes which engage and stimulate and are sensitive to the needs of pupils * Activities are planned that are challenging and engaging for all pupils   **Reflective Documents**   * Evaluations which reflect upon pupil progress and attitude * Evaluations which identify different progress between pupils and groups of pupils   **Lesson observations from mentors and tutors which identify that:**   * Health and safety risks are communicated to pupils * Pupils are aware of tasks, on task and make good progress * High expectations are made clear to all pupils and progress is supported and monitored * The trainee is courteous to all pupils and demonstrates enthusiasm * The trainee challenges inappropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments   **Pupil assessment records**   * Assessment is undertaken regularly and pupil progress monitored in order to plan future learning * Marking is systematic, constructive and Includes appropriate targets |

**Guidance for Standard S2:** Promote good progress and outcomes by pupils

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * Have a secure understanding of how learners learn? * Take account of prior learning in planning and teaching? * Construct and scaffold learning and analyse learner’s progress and make accurate assessments of their learning and achievements? * Monitor and assess progress and give feedback so that all pupils make good progress in their learning? * Plan for continuity and progression across the key stage(s) building on pupils’ prior knowledge and attainment? * 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? * Encourage pupils to take pride in their work and achievements? * Engage learners in setting objectives for the development of their own learning and development? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which evidences that:**   * Assessment data is used to inform planning * Planning of high order and diagnostic questions promotes learning * Learning sequences are planned which promote sustained progress * Lesson planning takes account of wider objectives linked to social and personal skills * Lesson plans promote independent and collaborative working * The structure of lessons reflect the needs of pupils and their learning e.g. appropriate pace and resources   **Reflective Documents**   * Evaluations which identify future learning targets * Awareness of social, emotional, cultural and linguistic factors that influence pupil performance   **Lesson observations from mentors and tutors which identify that:**   * Lessons and sequences of learning promote good progress and outcomes * Questioning builds on answers and pupils are asked to build upon and reflect upon their answers * Effective use is made of plenaries including requiring learners to reflect upon learning * Pupils are attentive at the start of episodes of learning, enabling them to make good progress * Opportunities are built into lessons to celebrate success   **Pupil assessment records**   * Summative and formative assessment is undertaken regularly * Record keeping is up to date and used formatively * Constructive verbal and written feedback is provided to pupils * There are opportunities for pupils to reflect upon their progress and identify areas for development |

**Guidance for Standard S3:** Demonstrate good subject and curriculum knowledge

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * Have secure pedagogical and subject/phase related knowledge and understanding? * Have knowledge of recent NC frameworks and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these? * Plan and set subject/phase related targets for individuals and groups of learners? * Break down ideas and concepts and sequence them logically to support the development of learners’ knowledge and understanding? * Answer learners’ questions confidently and accurately? * Construct and scaffold learning, know when to make effective interventions and respond to learners’ common misconceptions and mistakes? * Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase? * 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? * 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 | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies that:**   * Subject knowledge, key concepts and principles are identified * Appropriate curriculum and examination requirements are responded to as appropriate * Lesson plans, schemes of work and resources provide examples of how pupil literacy is being developed * Differentiated resources, based on secure subject knowledge, are planned and utilised effectively to promote pupil progress   **Lesson observations from mentors and tutors which identify that:**   * The trainee has good subject knowledge and the ability to develop pupil understanding and respond to questions. * Misconceptions and mistakes are addressed effectively * Appropriate subject specific vocabulary is developed * Questioning builds on answers and pupils asked to build upon and reflect upon their answers   **Pupil assessment records**   * Assessment includes language and literacy learning * Summative, formative and diagnostic assessment of pupil understanding is used to promote learning   **Additional evidence**   * Subject knowledge audits which demonstrate how any gaps have been addressed * Assignments |

**Guidance for Standard S4:** Plan and Teach well-structured Lessons

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * 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? * Manage the timing and pace of lessons, intervene effectively and change direction and the shift in emphasis to support learning? * 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? * Design homework and out of class work that takes account of learners’ attainment, needs and interests that can be completed independently or with appropriate support? * Use the feedback from more experienced colleagues and the experience of observing others to identify ways of improving their practice? * Seek opportunities to engage in collaborative planning and teaching? * Understand the need to consider the role of parents and carers in supporting learners with homework? * Know about the appropriate arrangements and risk assessments required for out of class activities? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies that:**   * Challenging learning objectives are based upon prior learning * Planning shows variety and effective use of time * Homework is suitably challenging and engaging * The trainee has an understanding of school, national curriculum, examination requirements * Lesson planning takes account of wider objectives linked to social and personal skills * Lesson plans promote independent and collaborative working   **Reflective Documents**   * Accurate evaluations consistent with colleagues’ judgements’ * Reflection activities that actively seek to improve practice * Evaluations and reflections that have led to improvements   **Lesson observations from mentors and tutors which identify that:**   * Effective use is made of pace, variety and lesson structure and timing to maximise learning. * Lessons utilise appropriate teaching and learning strategies, including out of class work as appropriate   **Pupil assessment records**   * Assessment of work is consistent with subject/ school policy and promotes progress * Appropriate and timely feedback is given to learners |

**Guidance for Standard S5:** Adapt teaching to respond to the strengths and needs of all pupils

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the Trainee:**   * Take into account the key factors that contribute to the development and wellbeing of learners? * Understand the extent to which different backgrounds and influences may have an impact on learning? * Know and understand the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome? * Interpret and use school level data to identify targets for learners? * 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? * Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies that:**   * Planning is based upon prior assessments * Planning identifies clear differentiation strategies * Clear Assessment for Learning (AfL) strategies are planned to meet the needs of groups and individuals   **Reflective Documents**   * Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance * Awareness of the progress and development needs of individuals and groups   **Lesson observations from mentors and tutors which identify that:**   * All learners make good progress * Questioning is differentiated and builds on responses allowing pupils to reflect upon their answers * Differentiation strategies are used well to support the progress of individuals and groups. * Support staff are employed appropriately   **Pupil assessment records**   * Assessment is undertaken regularly and used to set targets * Record keeping is up to date and used formatively * School data e.g. FSM, EAL, SEND is used to monitor and track pupil progress. |

**Guidance for Standard S6:** Make accurate and productive use of assessment

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * Know the assessment requirements and arrangements for the subjects/phase including those for examinations? * Make effective use of the schools monitoring, assessment and recording policy? * Know how to prepare pupils for assessment activity? * Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning? * Relate assessment to learning objectives, learning activities and learning outcomes? * Use a range of assessment strategies including self and peer assessment effectively? * Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve? * Know, understand and use available datasets to improve the quality of teaching and learning and set appropriate targets for pupils? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies that:**   * Assessment data has been used to inform future planning * Planning of high order and diagnostic questions has been used * Outcomes from assessments are fed back to learners allowing them to identify and address any areas of weakness   **Reflective Documents**   * Evaluations identify future learning targets based on assessment data   **Lesson observations from mentors and tutors which identify that:**   * There is use of effective feedback at individual, small group and whole class level * Questioning builds on answers and pupils asked to build upon and reflect upon their answers * Effective use is made AfL strategies including plenaries to identify pupil understanding * Learners reflect on learning and set / review own targets * Teaching is adapted based on formative assessments   **Pupil assessment records**   * Assessment is undertaken regularly * Use of tests, mock examinations and controlled assessments to provide appropriate feedback * Record keeping is up to date and used formatively * Pupils know how to progress to the next level   **Additional evidence**   * Assignments |

**Guidance for Standard S7:** Manage behaviour effectively to ensure a good and safe learning environment

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * 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? * Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions? * Minimise the impact of negative behaviour of some pupils on teaching and the learning of others? * Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil? * Understand the link between learners’ behaviour and their involvement and engagement with learning? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies that:**   * Seating plans and clear classroom routines are identified * Effective use is made of additional classroom support * Planning showing consideration of clear behaviour management strategies   **Reflective Documents**   * Evaluations identify future targets * Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance   **Lesson observations from mentors and tutors which identify that:**   * The trainee has high expectations and uses effective and appropriate behaviour management strategies * There is a variety of styles, variation of tone and language appropriate to audience * Effective relationships with pupils are being developed * School policies for behaviour are used appropriately   **Pupil assessment records**   * Records of sanctions and disruptive pupils maintained |

**Guidance for Standard S8:** Fulfil Wider Professional Responsibilities

**Useful questions to ask when looking at the standards Where and how evidence may be demonstrated**

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| **How well does the trainee:**   * 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? * Seek support and communicate effectively with other colleagues? * Recognise the value, expertise and benefits to learning of co-operative working? * Plan for, brief and deploy effectively other adults in and out of the classroom? * Review their professional learning and practice on a regular basis and identify strategies to improve? * Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice? * Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers? * Acknowledge the contribution that parents and carers can make to their children’s learning and wellbeing despite home circumstances or experiences of education? | **Evidence for this standard may be demonstrated by:**  **Planning documentation which identifies:**   * Participation in jointly planned activities * Development and sharing of resources   **Reflective Documents**   * Effective use of feedback from mentors/tutors * Identification of professional development (CPD) needs * Evaluate and act upon advice and suggestions   **Records which demonstrate:**   1. Participation in wider school activities 2. Taking of assemblies, form time, PSHCE 3. Consultations with parents, pastoral staff, SENCO, other teachers to support and plan for the pupils they teach 4. Team teaching 5. Understanding and implementation of whole school policies e.g. dress code, communication with parents, assessment and recording procedures   **Pupil assessment records**   * Parents consultation and general communication with parents in line with school policy and procedures   **Additional evidence**   * Assignments and audits |

**Guidance for Part 2:**

| **PART TWO: Personal and Professional conduct** | |
| --- | --- |
| **Standard Prompts** | **Areas specific to this section will be exemplified by trainee teachers when they are:** |
| **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by**   * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * 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 * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.   **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach.**   * Teachers must maintain high standards of punctuality.   **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | * + maintaining of professional confidentiality   + punctual and prepared for lessons   + following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes   + registering classes and coding absences   + helping children and young people to become confident and successful learners   + addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them   + aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils   + 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)   + meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability   + sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations.   + clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations   + 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   + 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   + demonstrating an understanding of the child protection procedures in the school   + 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   + 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   + aware of cyber bullying, e-safety and appropriate use of personal data and social media   + aware of fire procedures, health and safety measures, first aiders, etc.   + 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   + 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   + putting the wellbeing, development and progress of children and young people first   + demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers   + demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession * adheres to appropriate professional dress requirements for the context in which they are working |