

Advanced Mentor

LJMU Mentor Recognition

A guide for all staff involved in the LJMU initial teacher training partnership.

This document has been designed and developed by Liverpool John Moores University and includes information on the key principles of mentoring, a reflective practice task and an exemplar mentor recognition submission.

Name:

School:

Key Principles

- Sets out the criteria for quality mentoring, therefore there is an expectation that all our mentors working with LJMU trainees will be working towards either the **effective or advanced** stages of recognition/accreditation;
- Engages the mentor in reflection on practice, both in relation to the specific criteria, the final reflection and target setting;
- Reflection should be related to the mentor's own professional learning during the process of mentoring and **not** the trainee;
- Sources of evidence should be clearly identified on the form, including details of dates/venues of meetings, as well as the location of documentation which highlights the impact of the learning process;
- Identification of the specific professional teaching and mentoring standards that have been achieved alongside the evidence submitted to fulfil each criterion;
- Indicate the CUREE skills that mentors feel have been addressed and also highlight in the overall reflection/target setting skills to develop;
- Target setting should be specific, measurable and achievable in terms of key areas of development for the mentor. The targets should also focus on reflection and evaluation and could include further professional development in Mentoring and Coaching.

National Standards for School-Based Initial Teacher Training (ITT) Mentors (July, 2016)

Preamble

An advanced mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training and support mentors in their role.

Advanced mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An advanced mentor acts as a role model for teaching and learning, makes a distinctive contribution to raising standards across the school, continues to develop their expertise post threshold and provides regular mentoring and coaching to less experienced teachers and mentors. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Head teachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

The Standards below set out the minimum expectations for those working as school-based ITT mentors. Post Threshold teachers/mentors should meet both the post-threshold and core standards.

RAG rate how you support trainee teachers in relation to the National Standards for Mentoring.

- **Red** – no evidence yet of supporting trainee teachers and it is a target for my development.
- **Amber** – some evidence of supporting trainee teachers, but not fully embedded in my practice.
- **Green** – consistently supporting trainee teachers, it is fully embedded in my practice.

Mentor Standard 1 - Personal qualities			
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training	Red	Amber	Green
<ul style="list-style-type: none"> • be approachable, make time for the trainee, and prioritise meetings and discussions with them; 			
<ul style="list-style-type: none"> • use a range of effective interpersonal skills to respond to the needs of the trainee; 			
<ul style="list-style-type: none"> • offer support with integrity, honesty and respect; 			
<ul style="list-style-type: none"> • use appropriate challenge to encourage the trainee to reflect on their practice; 			
<ul style="list-style-type: none"> • support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment. 			
Strengths:			
Target(s) for Development: (if appropriate)			
Action(s) for Development: (if appropriate)			

Mentor Standard 2 – Teaching			
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs	Red	Amber	Green
<ul style="list-style-type: none"> support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; 			
<ul style="list-style-type: none"> support the trainee in developing effective approaches to planning, teaching and assessment; 			
<ul style="list-style-type: none"> support the trainee with marking and assessment of pupil work through moderation or double marking; 			
<ul style="list-style-type: none"> give constructive, clear and timely feedback on lesson observations; 			
<ul style="list-style-type: none"> broker opportunities to observe best practice; 			
<ul style="list-style-type: none"> support the trainee in accessing expert subject and pedagogical knowledge; 			
<ul style="list-style-type: none"> resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; 			
<ul style="list-style-type: none"> enable and encourage the trainee to evaluate and improve their teaching; 			
<ul style="list-style-type: none"> enable the trainee to access, utilise and interpret robust educational research to inform their teaching. 			
Strengths:			
Target(s) for Development: (if appropriate)			
Action(s) for Development: (if appropriate)			

Mentor Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	Red	Amber	Green
<ul style="list-style-type: none"> encourage the trainee to participate in the life of the school and understand its role within the wider community; 			
<ul style="list-style-type: none"> support the trainee in developing the highest standards of professional and personal conduct; 			
<ul style="list-style-type: none"> support the trainee in promoting equality and diversity; 			
<ul style="list-style-type: none"> ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; 			
<ul style="list-style-type: none"> support the trainee to develop skills to manage time effectively. 			
Strengths:			
Target(s) for Development: (if appropriate)			
Action(s) for Development: (if appropriate)			

Mentor Standard 4 – Self-development and working in partnership			
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships	Red	Amber	Green
<ul style="list-style-type: none"> ensure consistency by working with other mentors and partners to moderate judgements; 			
<ul style="list-style-type: none"> continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research 			
Strengths:			
Target(s) for Development: (if appropriate)			
Action(s) for Development: (if appropriate)			

Advanced Mentor Recognition – Examples of Evidence

Performance Criteria	Examples of evidence
Ensure trainees are working with good role models in school	<p>Highlighted to teachers mentoring trainees' for the first time the importance of modeling good practice</p> <p>Use of knowledge of staff experience and expertise in:-</p> <ul style="list-style-type: none"> • the allocation of trainees to classes, • the setting up of observations of specific good practice for trainees, • providing support for trainees in the completion of school based tasks.
Demonstrate a willingness to work alongside others to enhance knowledge and skills (Partnership development)	<p>Introduce trainees to the organisational structure of the school</p> <p>Provided ongoing support and guidance for colleagues mentoring trainees, raise issues and concerns with the university.</p> <p>Arrange cross moderation of trainees by the pairing of colleagues for lesson observations.</p> <p>Takes part in co-observations with colleagues and models/observes mentor feedback.</p> <p>Ensure at least each mentor is co-observed as part of the schools own internal quality assurance by the lead mentor.</p> <p>Ensure at least one observation is undertaken jointly with the schools Liaison Tutor as part of the external quality assurance of the school, and that feedback is delivered in the presence of the latter.</p> <p>Demonstrate the use of a range of effective interpersonal skills to respond to the needs of the trainees in the school; be approachable, make time for scheduled meetings and prioritise discussions with the trainees.</p> <p>Provide the trainee, in conjunction with their mentor, with the appropriate training to develop skills to manage their own time effectively.</p> <p>Reinforce professional expectations with trainees in professional training sessions, by supporting the trainee in developing the highest standards of professional and personal conduct.</p> <p>Provide opportunities for trainees to visit and observe best practice across the school to access expert subject and pedagogical knowledge.</p> <p>Develop consistency in relation to criteria (North West Consortium Tracking Document) as a result of continued experience</p>
Evidence of achievement as lead mentor/ITT coordinator that meets framework standards	<p>Recognised by the school and provider as the lead mentor in the school.</p> <p>Gained Effective Mentor Recognition Status.</p> <p>Attended provider initiated training on the Role of the Professional Mentor.</p> <p>Organised and allocated school's intake of trainees over the academic year.</p> <p>Disseminated partnership information to staff within the school.</p>

Performance Criteria	Examples of evidence
	Organised training for staff on ITT matters. Evaluated school's role in ITT as required.
Contribute to mentoring colleagues in and beyond school. An ability to provide constructive support and guidance	As a curriculum leader/senior leader, observed and mentored colleagues/mentors within the school. Taken on the role of provider moderator, observing trainees on placement in other schools. Used mentoring, coaching and co-coaching skills as per the CUREE Framework to support colleagues/mentors in both their teaching and mentoring roles.
Supportive approach towards CPD of colleagues in respect of SIP	Organised/led/supported school based training on a range of specific topics in relation to the SIP. Coached/co-coached colleagues (using CUREE framework) in relation to particular areas of the curriculum or in relation to the acquisition and embedding of new knowledge and skills.
Commitment to work beyond the classroom context	Attended and contributed informally/formally to training arranged by ITT providers. Taken part in interviews at a provider for admission of trainees onto QTS courses. Attended cluster meetings of schools organised by one or more ITT providers to discuss mentoring/partnership issues. Be actively engaged in the development of the partnership by attending steering group meetings etc.
Ensures the effective QA process	Monitored and evaluated the school's role in the mentoring of trainees. Co-ordinate moderation procedures with colleagues and Liaison Tutors, external examiners and other quality assurance personnel to ensure consistency. Contributed to school self-evaluation and SIP in relation to partnership with ITT providers. Attend Quality Assurance meetings/courses at LJMU. Discuss trainees' progress with the Liaison Tutor on a regular basis as part of the continuous quality assurance processes within the partnership.
Secure knowledge of trainee development process, routes and phases of training	Have secure knowledge and understanding of the QTS standards and how they are evidenced in the trainee's QTS Development and Training file. Have an awareness of the needs of trainees in relation to their stage of training and be able to provide opportunities appropriate to their needs. Have secure knowledge of the expectations of trainees according to the stage and phase of their programmes. Have an awareness of the various routes into teaching.

Performance Criteria	Examples of evidence
Be involved as a lead trainer or in training new mentors within their own/other schools	Identified areas for school based training on mentoring issues derived from monitoring and evaluation procedures. Led school based ITT training on a range of issues and at a range of levels, disseminating information from provider courses where appropriate and using personal subject and pedagogical expertise based on professional development and robust research.
Commitment to sharing good practice with wider professional bodies	Shared school based documentation, activity logs, meeting evidence with providers via training conferences or liaison tutors. Contributed evidence of good practice to training and conference forums organised by providers. Attended and contributed to mentor meetings and the annual partnership celebration.
Representation on committees and consultative groups and professional bodies i.e. participation in programme development	Participated in provider generated consultations or evaluations of programmes. Membership on steering group on programme development etc. Contributed feedback to a provider via a range of formal/informal opportunities.
Evaluate and confidently implement any necessary changes through liaison with Provider	Informed senior leadership team/governors of changes to partnership structures or expectations in relation to school based trainees. In partnership with provider, responded to local/national initiatives which impact upon ITT. Contributed to school self-evaluation documentation in relation to any changes to the school's provision and support for trainees. Provided feedback to a provider directly or through a liaison tutor on any issues identified by the school in relation to ITT.

EXAMPLE:

Advanced Mentor: Knowledge, skills, understanding a Professional/Lead Mentor needs to be effective practitioner in promoting the development of ITT/CPD within a learning community

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Ensure trainees are working with good role models in school	<ul style="list-style-type: none"> Allocate trainees based on experience and expertise to Mentors Create training programme for trainees in curriculum and other aspects of school life 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Evidence of achievement as lead mentor/ITT coordinator that meets framework standards	<ul style="list-style-type: none"> Recognised by the school and provider as lead/ Professional mentor Gained Effective Mentor Recognition status Attended provider initiated training on the role of the professional mentor Held school mentor meeting to disseminate information Organised and allocated school's intake of trainees over the academic year 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Contribute to mentoring colleagues in and beyond school. An ability to provide constructive support and guidance.	<ul style="list-style-type: none"> As curriculum leader/deputy head, observed and mentored colleagues within school As performance manager for three members of teaching staff offering guidance, support and challenge to colleagues As line manager to all TAs in school hold regular meetings for support, identify areas for CPD and set performance targets each year Coaching staff in other schools in National College programmes 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge	<ul style="list-style-type: none"> Strongly encouraged trainees to meet with colleagues to discuss issues such as transition & SEND – linked to work. In both incidences ensured this was carried out prior to full time teaching. Provided opportunities, spoke to relevant staff & arranged timetable so that trainees could watch other age groups/ subjects/ subject coordinators 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Supportive approach towards CPD of colleagues in respect of SIP	<ul style="list-style-type: none"> Supportive approach towards CPD of colleagues in respect of SIP 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Commitment to work beyond the classroom context	<ul style="list-style-type: none"> Attended cluster meetings of schools organised by provider to discuss mentoring issues 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Ensures the effective QA process	<ul style="list-style-type: none"> Monitored and evaluated the school's role in mentoring of trainee – feed back to Governors Contributed to school self-evaluation in relationship to partnership and impact on school improvement 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Secure knowledge of trainee development process, routes and phases of training	<ul style="list-style-type: none"> Spent time developing knowledge and understanding of QTS standards Identified CPD opportunities for colleagues on Leading from the Middle programme Support TAs on achievement of HLTA status Support TAs on application for teaching routes 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Be involved as a lead trainer or in training new mentors within their own/other schools	<ul style="list-style-type: none"> Led school based INSET on ITE prior to each new school based experience Small group coaching sessions for National College candidates 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4
Commitment to sharing good practice with wider professional bodies	<ul style="list-style-type: none"> Have taken part in and arranged for others to take part in DVD filming to promote ITE to improve standards of achievement and attainment in school 	1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Representation on committees and consultative groups and professional bodies i.e. participation in programme development	<ul style="list-style-type: none"> Member of Steering Committee for LJMU Worked on phonic consultation group for ITE provider Support LJMU on interview days Involvement in Ofsted preparation days for provider Attend mentor training sessions 	<p>1 2 3 4 5 6 7 8 P1 2 3 4 5 6</p>	<p>1 2 3 P7 8 9 10</p>	<p>1 2 3 4</p>
Evaluate and confidently implement any necessary changes through liaison with Provider	<ul style="list-style-type: none"> Feed into Liaison Tutor in school any changes relating to partnership and school based trainees Provided feedback to provider via liaison tutor on issues identified by school 	<p>1 2 3 4 5 6 7 8 P1 2 3 4 5 6</p>	<p>1 2 3 P7 8 9 10</p>	<p>1 2 3 4</p>

**Advanced Mentor: Knowledge, skills, understanding a Mentor needs to be effective practitioner
in promoting the development of ITT/CPD within a learning community**

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		Teaching	Personal & Professional	Mentor Standards
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Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Evaluate and confidently implement any necessary changes through liaison with LJMU		1 2 3 4 5 6 7 8 P1 2 3 4 5 6	1 2 3 P7 8 9 10	1 2 3 4

CUREE Framework (2012) for Skills in Mentoring/Coaching

Coaching is a structured process for enabling the development of a specific aspect of a professional learners practice.	Checklist	Co-coaching is a structured sustained process between one or more professional learners to enable them to embed new knowledge and skills from specialist sources in a day to day practice.	Checklist
Relates sensitively to learners through agreed processes to build trust and confidence		Relates sensitively to learners through agreed processes to build trust	
Model expertise in practice or through conversation		Draw on specialist resources to inform learning	
Facilitate access to research and evidence to support the development of pedagogic practice		Draw on evidence from research and practice to shape development	
Tailor activities in partnership with the professional learner		Understand the goals of the co-coach	
Observe, analyse and reflect upon professional learner's practice and make this explicit		Observe, analyse and reflect upon each other's practice, make this explicit and interpret it collaboratively	
Provide information that enables learning from mistakes and success		Provide information that enables learning from mistakes and success (think about what has worked well in the classroom and can be used again, or what didn't work well and lessons have been learnt for future practice)	
Facilitate growing independence in professional learning from the outset		Learn reciprocally with commitment and integrity	
Use open questions to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions		Use open questions to raise awareness, reveal beliefs and enable professional learners to reflect upon them	
Listen actively accommodating and valuing silence; concentrating on what is being said; using affirming body language to signal attention; replaying what has been said using the same words to reinforce, value and develop thinking		Listen actively accommodating and valuing silence; concentrating on what is actually being said; using attentive body language to signal attention; replaying what has been said using some of the same words to check meaning and/or value thinking	
Establish buffer zones between coaching and other formal relationships		Set aside existing relationships based on experience, hierarchy, power or friendship	

Advanced Mentor Certificate of Recognition Key Questions to Support the Reflection Process

(Use these questions to reflect on your learning and to set developmental targets)

1. What has been the impact of being involved in mentoring/coaching on your own practice i.e. providing exemplary lessons and evidence of effective planning?
2. What has been the impact on pupils' learning as a result of having trainee teachers in your school?
3. Can you describe the personal satisfaction gained from seeing trainees develop their knowledge?
4. How have you enabled trainee teachers to become independent in their learning and teaching? How have you encouraged trainee teachers to take risks in their teaching?
5. What have you learned from having the opportunity to work closely alongside trainee teachers, including the sharing and exchanging of ideas?
6. How has the opportunity to observe your own pupils in learning situations with trainee teachers improved your knowledge and understanding of these pupils?
7. How have the pupils benefited from the provision of more direct adult support within the classroom?
8. How has being involved in this process of mentor recognition enabled you to increase your knowledge and understanding of the teachers' and mentoring standards?
9. How has being involved in the mentoring and coaching of trainees impacted on your ability to apply these skills within the concept of whole school Continuing Professional Development?
10. What have you gained from supporting colleagues in the development of their mentoring and coaching skills?

11. How have you shared good practice in the mentoring and coaching of trainees or colleagues with other schools or ITE providers?
12. How have you contributed to ITE development within the region?
13. Have you considered your personal career development in terms of mentoring, coaching and/or co-coaching?

Advanced Mentor Reflection

Reflection and Verification including Development Targets		
Reflection (refer to your RAG rating of the Mentor Standards)		
Targets for Further Development (refer to your RAG rating of the Mentor Standards)		
Verification signature	Head Teacher:	Mentor Recognition Team:
School and University reflective comments	School Reflective Comments:	University Reflective Comments:

STANDARDS FOR TEACHERS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

TS1 Set high expectations which inspire, motivate and challenge pupils

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

TS2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

TS3 Demonstrate good subject and curriculum knowledge

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

TS4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

TS5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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

TS6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

TS7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

TS8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- **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, and maintain high standards in their own attendance and punctuality.**
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

Post Threshold Standards (P)

Post Threshold teachers should meet the following post-threshold standards (P) and meet the core standards:

PART ONE: PROFESSIONAL ATTRIBUTES

P1 Frameworks

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

PART TWO: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

P2 Teaching and Learning

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

P3, P4 Assessment and Monitoring

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum they teach, including those related to public examinations and qualifications
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

P5 Subjects and curriculum

- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them

P6 Health and well-being

- Have sufficient depth of knowledge and experience to give advice on the development and well-being of children and young people

PART THREE: PROFESSIONAL SKILLS

P7 Planning

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

P8 Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally

P9, P10 Team working and collaboration

- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback