

Effective 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

A 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.

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 effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. 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.

Headteachers 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.

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

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

Effective Mentor Recognition – Examples of Evidence

Performance Criteria	Examples of evidence
Have a thorough knowledge of QTS standards.	<p>Attend briefings with the Professional Mentor, and became familiar with the current Standards for QTS</p> <p>Identify evidence in trainees' files and their teaching skills, which support their working towards and achievement of individual standards</p> <p>Provide written and oral feedback to trainees on the above together with targets for further development and the addressing of additional standards</p>
Be involved in the management of trainees within the department/school.	<p>Attend mentor training organised by LJMU</p> <p>Attend school based mentor training provided by the Liaison Tutor and/or Professional Mentor</p> <p>Liaise closely with the Professional Mentor on all aspects of support for a trainee who the mentor has specific responsibility for</p> <p>Demonstrate the use of a range of effective interpersonal skills to respond to the needs of their trainee; be approachable, make time for scheduled meetings and prioritise discussions with the trainee</p> <p>Provide the trainee with resilience training to resolve their own in-school issues, however support them with this where they lack the confidence or experience to do so themselves</p> <p>Provide the trainee with the appropriate training to develop skills to manage their own time effectively</p>
Provide an induction programme for trainees in school.	<p>Introduce trainees to the organisational structure of the school</p> <p>Provide trainees with appropriate documentation in terms of school policies and planning</p> <p>Provide the trainee with appropriate training to ensure they understand and comply with relevant legislation, including that related to the safeguarding of children</p> <p>Reinforce professional expectations with trainees by supporting the trainee in developing the highest standards of professional and personal conduct</p> <p>Provide trainees with relevant information regarding pupils' ability levels and special educational needs</p> <p>Introduce trainees to key teaching staff such as subject coordinators and the S.E.N.D Coordinator (SENCO)</p> <p>Introduce trainees to classroom support staff providing information on their individual roles</p> <p>Provide the trainee with the required training to ensure they promote equality and diversity in their own teaching and across the school</p> <p>Provide opportunities for where the trainee can fully participate in the life of the school and understand its role within the wider community</p>
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge	<p>Make arrangements for trainees to observe subject coordinators/lead teachers and to engage in discussion with them e.g. in relation to work related tasks</p> <p>Provide opportunities for trainees to visit and observe best practice across the school to access expert subject and pedagogical knowledge</p>

Performance Criteria	Examples of evidence
	<p>Provide opportunities for trainees to teach a range of age groups Compare lesson observations with colleagues who had also observed trainees Provide support for trainees to enable them to improve their own teaching by modelling exemplary practice in planning, teaching and assessment.</p>
<p>Facilitate the value of mentoring in CPD</p>	<p>Provide continuous support and feedback with integrity, honesty and respect to the trainee throughout the course of a school experience Actively engage in weekly meetings with trainees Mentor NQTs or other colleagues as part of role as a subject coordinator etc. Where appropriate, support and advise beyond the placement e.g. dissertations, letters of application, reference writing Provide support for the trainee in developing effective approaches to planning, teaching and assessment</p>
<p>Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation.</p>	<p>Make regular observations, in line with University recommendations, and give constructive, clear and timely feedback both orally and in writing on the appropriate documentation Provide the trainee with the appropriate challenge to encourage them to reflect on their own practice Scrutinise the trainee's QTS Development and Training file and their evidence base towards the teaching standards, as appropriate Compare observations and trainee progress with other observers, including a co-observation with the Liaison Tutor Complete/contribute to interim progress form at specified points in school experience using the North West Consortium Tracking Document, to inform judgements Complete/contribute to the interim/final report form and Ofsted Grading Criteria, using the North West Consortium Tracking Document, to inform judgments</p>
<p>Moderate trainees within own school.</p>	<p>Take part in co-observations with colleagues and compare findings and recommendations Discuss progress of trainees with colleagues within the same year group/subject, especially where the settings of pupils across classes is in place Develop consistency in relation to criteria (North West Consortium Tracking Document) as a result of continued experience</p>
<p>Implement effective moderation and QA procedures as required by the relevant partnership.</p>	<p>Carry out co-observations with other mentors, Liaison Tutors, external examiners and other quality assurance personnel to ensure consistency and to moderate judgements Attend Quality Assurance meetings/courses internally, including at LJMU Discuss and quantify trainee progress with the Liaison Tutor on a regular basis To continue to develop the mentor's own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</p>

Performance Criteria	Examples of evidence
Understand the needs of adult learners and managing other adults.	<p>Used the CUREE Framework as a self-assessment tool</p> <p>Deliver constructive, clear and timely feedback to trainees identifying both strengths and areas for improvement</p> <p>Set achievable targets and review them in line with time expectations</p> <p>Work closely with support assistants in own classroom and within school generally</p> <p>Provide trainees with the opportunities to participate in the life of the school and understand its role within the wider community</p>
Be willing to contribute to Partnership development.	<p>Attend meetings with partnership, including the annual Partnership Celebration</p> <p>Raise issues, concerns, ideas with the university via Liaison Tutors</p> <p>Complete the partnership survey at the end of the school placement</p> <p>Continue to develop mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research</p>
Commitment to fostering secure documentation and QA procedures and providing an environment for trainees to engage in risk taking.	<p>Encourage trainees to try new ideas, take risks and new initiatives and provided them with constructive feedback on the outcome of this</p> <p>Provide opportunities for trainees to plan school visits and out of school activities and ensure they are fully aware of Risk Assessment Procedures</p> <p>Provide opportunities for trainees to access, utilise and interpret robust educational research to inform their teaching</p>
Understand how to facilitate trainees self-evaluation and reflection Documentation and QA Procedures.	<p>Monitor, support and encourage trainees' self-evaluation procedures to improve their own teaching</p> <p>Assist with the setting of personal and professional targets</p> <p>Encourage self-reflection using Standards and the North West Consortium Tracking Document as an appropriate benchmark</p> <p>Assist, where appropriate, with the identification of evidence against the Standards for inclusion in the trainee's evidence for achieving the standards</p>

EXAMPLE:

Effective Mentor: Knowledge, skills, understanding that an ITT Mentor needs to be effective in their school, both in relation to ITE and supporting general school development

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Have a thorough knowledge of QTS Standard	<ul style="list-style-type: none"> Provided feedback to trainees (both orally & via written observations) with links made to QTS standards – those that are achieved within a lesson and those that require further development 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be involved in the management of trainees within the department/school.	<ul style="list-style-type: none"> Attended/engaged in mentor training provided by LJMU Liaise closely with Professional Mentor about trainees' role, induction and how school can facilitate their development 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Provide an Induction programme for trainee in school	<ul style="list-style-type: none"> Liaised with Professional Mentor about information to be included in trainee induction booklet. Provided trainees with appropriate documentation e.g. necessary planning, policies Provided trainees with relevant information about children – medical needs, SEND, ability levels, G&T Introduced trainees to support staff and encouraged trainees to meet with other staff in professional capacity e.g. SENCO 	1 2 3 4 5 6 7 8	1 2 3	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	1 2 3	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Facilitate the value of mentoring in CPD	<ul style="list-style-type: none"> Mentored jointly with Professional Mentor an NQT as one of annual review targets: Provided a supportive environment in which the NQT could further develop Attended half termly meeting with NQT to review and implement new targets; provided informal support when and if necessary Arranged weekly meetings with trainees to discuss targets, review current week and to forward plan Provided continuing support throughout school placement & beyond – after leaving school e.g. support and advice with letters of application, professional statements and action research 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4 (P10)
Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation	<ul style="list-style-type: none"> Made regular observations in line with University recommendations and give feedback both orally (as soon as possible after lesson) and written on the appropriate documentation Made informal suggestions after other lessons to help with progression and future planning/ self-evaluation Discussed progress regularly with Liaison Tutor Completed interim and final Phase Review Forms at specified points in the school placement, supporting my judgments using the North West Consortium Tracking Document 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Moderate trainees within own school	<ul style="list-style-type: none"> Discussed progress of trainees with colleagues, where relevant Discussed consistency of lesson analysis judgments with colleagues to ensure students were obtaining similar experiences and expectations were uniform Taken part in co-observations with colleagues and compared findings & recommendations 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Implement effective moderation and QA procedures as required by the relevant partnership	<ul style="list-style-type: none"> Undertaken a co-observation with the Liaison Tutor to support the QA process Regularly discussed trainee progress with Liaison Tutor Attended a Steering Group meeting at University re: Quality Assurance of co-observations 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Understand the needs of adult learners and managing other adults	<ul style="list-style-type: none"> Used CUREE framework as a tool Delivered constructive feedback to trainees Provided a supportive environment – one in which trainees feel secure to try new challenges; where they feel secure to receive constructive criticism; where they improve and reflect on practice Work closely with TAs in numeracy lesson (sometimes up to 4 additional adults) – discuss whenever possible the progress of children; receive written comments on their group’s work Mentored and supported a TA as she worked towards HLTA position 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be willing to contribute to Partnership development	<ul style="list-style-type: none"> Attended meeting with Partnership Open to regular communication between Liaison Tutor and raised any concerns with Liaison tutor where necessary 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Commitment to fostering secure documentation and QA procedures and providing an environment for trainees to engage in risk taking.	<ul style="list-style-type: none"> Continually encouraged risk taking where trainee felt confident to do so. Encouraged new initiatives to be trialed and fully supported any new ideas/ resources etc. Discussed the implications of school trips & out of school visits, looking at examples of risk assessments Encouraged and supported trainee to run an after school club Undertaken co-observations with Professional Mentor, Liaison Tutor and other colleagues as part of the QA processes 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Understand how to facilitate trainees self -evaluation and reflection Documentation and QA Procedures	<ul style="list-style-type: none"> Encouraged realistic and useful self-evaluations Monitored self-evaluations and highlighted on occasion where trainees not identified successes! Assisted with the setting of personal targets – both on a weekly basis /via observations and via interim and final reports, informed by using the North West Consortium Tracking Document 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

Effective Mentor: Knowledge, skills, understanding that an ITT Mentor needs to be effective in their school, both in relation to ITT and supporting general school development

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Have a thorough knowledge of QTS Standards		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be involved in the management of ITT within the department / school		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Provide an Induction programme for trainee in school		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Facilitate the value of mentoring in CPD		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4 (P10)

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Moderate trainees within own school		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Implement effective moderation and QA procedures as required by the relevant partnership		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Understand the needs of adult learners and managing other adults		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be willing to contribute to Partnership development		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Commitment to ensure a secure Documentation & QA procedures environment for trainee to engage in risk taking		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Understand how to facilitate trainees self -evaluation and reflection Documentation & QA Procedures		1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

CUREE Framework (2012) for Skills in Mentoring

Mentoring <i>is a structured, sustained process for supporting professional learners through significant career transitions</i>	Checklist	Coaching <i>is a structured process for enabling the development of a specific aspect of a professional learners practice</i>	Checklist
Relates sensitively to learners and work through agreed processes to build trust and confidence		Relates sensitively to learners through agreed processes to build trust and confidence	
Model expertise in practice or through conversation		Model expertise in practice or through conversation	
Relate guidance to evidence from practice and research		Facilitate access to research and evidence to support the development of pedagogic practice	
Broker access to a range of opportunities to address the different goals of the professional learner		Tailor activities in partnership with the professional learner	
Observe, analyse and reflect upon professional practice and make this explicit		Observe, analyse and reflect upon professional learner's practice and make this explicit	
Provide information and feedback that enables learning from mistakes and success		Provide information that enables learning from mistakes and success	
Build learners control over their professional learning		Facilitate growing independence in professional learning from the outset	
Use open questions to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions		Use open questions to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions	
Listen actively accommodate and value silence; concentrate on what is being said; using affirming body language to signal attention; replaying what has been said using some of the same words to reinforce, value and reframe thinking		Listen actively accommodating and valuing silence; concentrating on what's actually being said; using affirming body language to signal attention; replaying what's been said using the same words to reinforce, value and develop thinking	
Relate practice to assessment and accreditation frameworks		Establish buffer zones between coaching and other formal relationships	

Effective 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 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 a trainee teacher in the classroom?
3. Can you describe the personal satisfaction gained from seeing trainees develop their knowledge?
4. How have you enabled the trainee teacher to become independent in his/her 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 within the classroom alongside a trainee teacher, including the sharing and exchanging of ideas?
6. How has the opportunity to observe your own pupils in learning situations with a trainee teacher improved your knowledge and understanding of these pupils?
7. How have you and the school benefited from the opportunity to gain some additional professional development time to devote to whole school initiatives, self-evaluation and quality assurance procedures?
8. How have the pupils benefited from the provision of more direct adult support within the classroom?
9. How has being involved in this process of mentor recognition enabled you to increase your knowledge and understanding of the teachers' and mentoring standards?
10. 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?

Effective 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	Professional Mentor:	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