**Professional Standards Grading Guidance**

| **Professional Standards** | | **In Progress** | **Meets Standards (i)** | | | | **Good (ii)** | **Outstanding (iii)** |
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| ***Professional Values and Attributes*** | | | | | | | | |
| **1** | **Reflect on what works best in your teaching and learning to meet the diverse needs of learners** | Working towards this standard | Reflect on your teaching and evaluate its impact on different learners. Identify aspects of your teaching that work well and those that need developing to meet the diverse needs of learners. | | | | Reflect systematically on your teaching to evaluate its effectiveness in meeting the diverse needs of learners and to plan effective action to meet these needs. | Engage in critical, learner-focussed reflections to set challenging professional targets designed to meet more effectively the diverse needs of learners. |
| **2** | **Evaluate and challenge your practice, values and beliefs** | Working towards this standard | Evaluate your own practice, values and beliefs in education and training and show an awareness of alternative positions. | | | | Systematically evaluate your own practice, values and beliefs in education and training and explore how alternative positions might challenge them. | Reflect critically on your own practice, values and beliefs and how they might impact on learners. Explore how alternative positions might challenge your own, and evaluate their implications for teaching and learning. |
| **3** | **Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge** | Working towards this standard | Demonstrate an evident enthusiasm in the teaching of your subject and/or in your teaching context. | | | | Inspire and communicate your enthusiasm for learning to your learners. | Engage, motivate and inspire learners consistently in the teaching of your subject and/or in your context. |
| **4** | **Be creative and innovative in selecting and adapting strategies to help learners to learn** | Working towards this standard | Use established strategies and some new approaches for teaching and assessment in your specialist area confidently and competently | | | | Evaluate and extend your range of strategies, learning from experience in order to meet identified learner needs | Develop innovative and creative approaches to improve teaching, learning and/or assessment, including risk-taking where appropriate. |
| **5** | **Value and promote social and cultural diversity, equality of opportunity and inclusion.** | Working towards this standard | Demonstrate an understanding of social and cultural diversity, equality of opportunity and inclusion. | | | | Demonstrate a secure understanding and application to your teaching of social and cultural diversity, equality of opportunity and inclusion. | Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning. |
| **6** | **Build positive and collaborative relationships with colleagues and learners** | Working towards this standard | Work effectively with other professionals to create a safe and supportive environment for learners. | | | | Work effectively with learners and colleagues in planning, teaching, and reviewing learners’ progress. | Collaborate with learners and colleagues to support all learners in achieving learning outcomes which challenge and enthuse them |
| ***Professional Knowledge and Understanding*** | | | | | | | | |
| **7** | **Maintain and update knowledge of your subject and/or vocational area** | Working towards this standard | Demonstrate secure and current subject or vocational knowledge that is relevant to developing learners’ understanding and skills. | | | | Use secure and current subject or vocational knowledge to underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills. | Apply depth of subject or vocational knowledge to support learners in acquiring appropriately high levels of understanding and skills. |
| **8** | **Maintain and update your knowledge of educational research to develop evidence-based practice** | Working towards this standard | Use a range of sources on educational research to reflect on and inform own practice. | | | | Systematically engage with a broad range of educational research and use it to reflect on and develop own practice. | Systematically engage with a broad range of educational research with identified relevance to own current and future teaching contexts, using it to develop, reflect and challenge the limitations of own practice |
| **9** | **Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence** | Working towards this standard | 9a | Explain how your lesson planning fits into a sequence that will enable some learners to make progress | | | Give examples of securing and evidencing progression for specific groups or individual learners through a sequence of lessons | Discuss, with evidence, how you supported learners' progress through a topic or set of concepts using an appropriate sequence of teaching |
| Working towards this standard | 9b | Explain the use of particular teaching, learning and assessment approaches with reference to theory and relevant research. | | | Discuss the use of particular teaching, learning and assessment approaches in context with reference theory and relevant research | Critically discuss the use of a range of teaching, learning and assessment strategies in different contexts with reference to subject specific pedagogical understanding, theory and relevant research. |
| Working towards this standard | 9c | Explain how you monitor and assess learners’ achievements, and how this indicates that the learners are making progress | | | Discuss the progress of individual learners drawing on an understanding of assessment strategies and their implications for accurate assessment of individual learners’ achievements | Consider in detail individual learners’ progress, attainment & achievement, leading to well-informed discussion about individuals, groups and their particular needs |
| **10** | **Evaluate your practice with others and assess its impact on learning.** | Working towards this standard | Evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. | | | | Systematically evaluate your own practice and its impact on learners, under the guidance of tutors and mentors. Set proactive development goals and find ways to achieve them with support from tutors and mentors. | Use a variety of sources of support, including tutors and mentors, to reflect critically on your own practice and its impact on learners. Set proactive development goals and find ways to achieve them with support from tutors and mentors. |
| **11** | **Manage and promote positive learner behaviour** | Working towards this standard | Set clear expectations for learning and behaviour. | | | | Manage learning and behaviour and understand using a range of different approaches and explain why particular approaches are appropriate to the context. | Deal confidently and flexibly with learner behaviours, maintaining a rapport with individuals and groups conducive to high-quality engagement in learning. |
| **12** | **Understand the teaching and professional role and your responsibilities** | Working towards this standard | 12a | | Explain your own view of teacher professionalism, and relate this to the teaching role and responsibilities, including current legal and regulatory frameworks. | | Discuss different ways of thinking about teacher professionalism in the sector, and relate them to a range of teaching and support roles | Critically evaluate different perspectives of teacher professionalism in the sector, and how they might relate to concepts of the reflective practitioner and evidence-based practice. |
| Working towards this standard | 12b | | Know who to turn to for expert advice on particular aspects of learners’ overall development, specifically including child protection and safeguarding issues. | | Give examples of working with a wider range of professionals to secure the overall development of learners. | Demonstrate a clear understanding of the range of professionals that contribute to learners’ overall development and your place in the ‘bigger picture’. |
| ***Professional Skills*** | | | | | | | | |
| **13** | **Motivate and inspire learners to promote achievement and develop their skills to enable progression** | Working towards this standard | Enable learners to meet intended learning outcomes. | | | | Ensure all learners are sufficiently engaged and challenged in order to develop and make good progress in their learning | Use a range of approaches to ensure that all learners are appropriately challenged and supported to make excellent progress in their learning |
| **14** | **Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment**  *See TP2 for tutor feedback on specific aspects of your performance which will provide evidence for these strands.* | Working towards this standard | 14a | | | Produce planning with clear outcomes and planned activities to enable individuals to meet these outcomes, taking into account potential barriers to learning. | Consistently produce planning with clear, differentiated learning outcomes and well-matched activities that accommodate the needs of individuals and groups and their potential barriers to learning. | Develop and adapt sequenced planning to accommodate a range of individual needs and deal skilfully with barriers to learning. |
| Working towards this standard | 14b | | | Plan for assessment and monitoring and maintain consistent and accurate records of individual learners’ achievements in relation to expected outcomes. | Use records of individual learners' achievements for subsequent planning and devise assessment and monitoring that clearly link to the expected outcomes. | Produce records with a clear focus both on groups and on individual learners that consistently enlighten and inform subsequent planning. |
| Working towards this standard | 14c | | | Teach in ways that consistently meet an appropriate range of professional standards. | Teach in ways that never fail to meet an appropriate range of standards, and are often good or better. | Teach inclusive and stimulating lessons that are mostly good and often show outstanding characteristics |
| **15** | **Promote the benefits of technology and support learners in its use** | Working towards this standard | Use technology appropriately to support teaching and learning and to enable learners to make progress. | | | | Use a range of technology to support teaching and promote learning in your specialist area and/or to overcome barriers to learning. | Make creative and innovative use of technology to develop in-depth understanding and/or acquisition of skills relevant to subject or vocational areas. |
| **16** | **Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning** | Working towards this standard | Develop personal knowledge and skills in English and mathematics, identifying and using opportunities to embed these skills in learning sessions. | | | | Demonstrate secure personal knowledge and skills in English and mathematics. Consistently identify and use opportunities to embed these skills in learning sessions. | Demonstrate secure and confident personal knowledge and skills in English and mathematics. Systematically use your depth of knowledge and skills to embed opportunities for learners to develop in these areas. |
| **17** | **Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.** | Working towards this standard | Encourage and respond to learners' contributions and questions to support their progress. Match teaching and learning activities to appropriate learning outcomes. | | | | Show flexibility and adaptability in pace and teaching strategies to promote high achievement and take account of the progress made by individual learners. | Demonstrate flexibility and adaptability by engaging learners in decisions about pace, approach and teaching method. Set challenging learning goals to promote the progress of individual learners |
| **18** | **Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement** | Working towards this standard | Monitor learners’ progress and assess their achievement, and provide feedback to learners that support their progress. | | | | Monitor and assess progress and achievement, providing feedback based on the specific needs of learners that leads to further progress. | Assess learners’ achievement using a range of approaches. Provide detailed feedback and targets to ensure that learners make progress, including timely evaluation of learner progress within lessons |
| **19** | **Maintain and update your teaching and training expertise and vocational skills through collaboration with employers** | Working towards this standard | Review and update own subject knowledge and skills and engage with principles of curriculum and pedagogy relating to the subject or vocational area. Demonstrate engagement with relevant communities of educational and vocational practice. | | | | Systematically review and update own subject knowledge and skills and engage with current developments in curriculum and pedagogy in the subject or vocational area. Demonstrate active participation in communities of educational and vocational practice. | Be pro-active, as part of a community of practice, in maintaining own subject knowledge and skills at a high level, and engaging with a range of current debates in curriculum and pedagogy relating to the subject or vocational area. |
| **20** | **Contribute to organisational development and quality improvement through collaboration with others** | Working towards this standard | Make an appropriate and effective contribution to teaching and pastoral teams. | | | | Make a range of contributions to the work of a specialist area, engaging with colleagues, learners and stakeholders. | Show the capacity to develop leadership and management skills and/or show initiative in improving teaching and learning within your work setting/placement |