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| **TS1: Set high expectations which inspire, motivate and challenge pupils** | | | |
| **4 Inadequate**  The trainee is not yet meeting the minimum level of practice. | **3 Requires Improvement**  The quality of the trainee’s teaching over time requires improvement as it is not yet good. **Trainees need targeted advice to support further development.** | **2 Good**  Much of the quality of trainee’s teaching over time is good; some is outstanding. | **1 Outstanding**  Much of the quality of trainee’s teaching over time is outstanding and never less than consistently good. |
| **Establish a safe and stimulating environment for pupils routed in mutual respect** | | | |
| They are unable to maintain pupil participation, contribution to and interest in learning.  They require intervention of other professionals to establish a safe and settled learning environment | They encourage pupils to participate and contribute in an atmosphere conducive to learning. | They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.  . | They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. |
| **Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions** | | | |
| They are unable to set appropriate goals to support and challenge pupils.  Their expectations are not well communicated and as a result of this pupils are not engaged in their learning. | They show that they have set appropriately high expectations, believing that all pupils have the potential to make progress.  They develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning | They consistently set high expectations of pupils in their different training contexts.  They set goals that motivate, enthuse and challenge most pupils. | They consistently set high expectations of pupils in different training contexts.  They set goals that generate high levels of enthusiasm, participation and commitment to learning. |
| **Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils** | | | |
| They require support to demonstrate the positive attitudes, values and behaviour expected of pupils. | They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.  They demonstrate enthusiasm for working with children and young people and for teaching and learning. | They are well respected by learners.  They effectively promote pupils’ resilience, confidence and independence when tackling challenging activities | There are high levels of mutual respect between the trainee and pupils.  They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. |

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| **TS2: Promote good progress and outcomes by pupils** |

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| **Be accountable for pupils’ attainment, progress and outcomes** | | | |
| They are unable to take responsibility for the attainment, progress and outcomes of the pupils they teach. As a result, pupils fail to make expected progress. | They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. As a consequence, all groups of pupils make expected progress. | They assume responsibility for the attainment, progress and outcomes of the pupils they teach. As a result the majority of pupils make good progress. | They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. As a result the majority of pupils make very good progress |
| **Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these** | | | |
| Is unable to demonstrate an awareness of pupils’ capabilities and their prior knowledge, and is unable to plan teaching to build on these. | Their short and medium term planning and teaching demonstrates understanding of, and provision for, pupil progression taking into account prior achievement. | They demonstrate a sound understanding of the need to develop pupil learning over time. | They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. |
| **Guide pupils to reflect on the progress they have made and their emerging needs** | | | |
| Ineffective use is made of feedback to support pupils’ reflection and next steps in learning. They do not use this to inform their future planning and teaching. | They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. | They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. | They actively promote engaging and effective methods that support pupils in reflecting on their learning. |
| **Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching** | | | |
| They have limited awareness of how pupils learn and require significant support in identifying appropriate teaching strategies for pupils. | They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. | They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. | They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment. |
| **Encourage pupils to take a responsible and conscientious attitude to their own work and study.** | | | |
| They demonstrate poorly communicated expectations, limiting pupils’ ability to take a responsible and conscientious attitude to their own work and study. | They plan teaching and learning activities which encourage independent and autonomous learning. | They effectively utilise opportunities to encourage independent and autonomous learning. | They regularly create opportunities for independent and autonomous learning. |

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| **TS3: Demonstrate good subject and curriculum knowledge** |

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| **Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings** | | | |
| They have limited subject and curriculum knowledge requiring more than expected support in order to meet the needs of pupils.  Their ability to communicate clearly, maintain pupils’ interest and respond to pupil questions is hampered by a lack of confidence in subject knowledge. | They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach.  They respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. | They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest.  They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. | They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest.  They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. |
| **Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship** | | | |
| They do not provide sufficient evidence of their commitment to extending and updating their subject and pedagogical knowledge | They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. | They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. | They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. |
| **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** | | | |
| They do not model good standards of written and spoken English in all professional activities. They need support to provide opportunities for pupils to develop their literacy skills in lessons. | They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons. | They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons. subject. | They model very high standards of written and spoken communication in all professional activities. They Successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing. |
| **If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics** | | | |
| Is unable to demonstrate a clear understanding of systematic synthetic phonics when teaching early reading. | Is able to demonstrate a clear understanding of systematic synthetic phonics when teaching early reading. | Can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress. | Can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress. |
| **If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.** | | | |
| Is unable to demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics. | Is able to demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics. | Can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress. | Can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. |

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| **TS4: Plan and teach well-structured lessons** |

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| **Impart knowledge and develop understanding through effective use of lesson time** | | | |
| They have limited teaching strategies which support learners in developing knowledge, skills and understanding. | They employ a range of teaching strategies and resources to plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills and understanding.  They maintain the pace of the learning when teaching, are able to respond flexibly to what is happening in the classroom. | They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes.  They carefully match teaching and learning activities and resources to support pupils in achieving these intended learning outcomes. | They regularly plan and teach well-paced lessons that take account of the needs of groups of learners and individuals.  They effectively plan differentiated and engaging activities which allow all pupils to achieve the intended learning outcomes. |
| **Promote a love of learning and children’s intellectual curiosity** | | | |
| They do not take into account pupil responses and pupils are often unengaged in their learning. | They create an environment in which the pupils are usually engaged.  They have the confidence to adapt their teaching in order to respond to the needs of the learners. | They have developed a range of approaches to teaching and learning which engage and enthuse pupils. | They plan lessons that often use well-chosen imaginative and creative strategies that match individuals’ needs and interests and promote children’s intellectual curiosity. |
| **Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired** | | | |
| Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | They understand how homework or other out of class work can sustain pupils’ progress and consolidate learning and can design and set appropriate tasks. | They set appropriate homework to consolidate and extend pupils’ learning. | They set focussed homework activities which use interesting and challenging contexts and allow pupils to demonstrate their understanding and review progress. |
| **Reflect systematically on the effectiveness of lessons and approaches to teaching** | | | |
| Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching. | They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning. | They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. | They are highly reflective in critically evaluating their practice.  They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. |
| **Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).** | | | |
| They make little contribution to the design and development of curriculum and resources. | They work collaboratively with more experienced colleagues, where appropriate, to adapt and develop the school’s medium term plans, schemes of work, curriculum frameworks etc. | They make a positive contribution to the development of curriculum and resources in their placement settings. | They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings |

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| **TS5: Adapt teaching to respond to the needs of all learners** |

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| **Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively** | | | | |
| They are unable to recognise the needs of individuals and groups of pupils and rarely employ strategies to differentiate or adapt their teaching. | They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that pupils are supported towards achieving their potential. | They consistently adapt their teaching to meet the needs of individual and groups of pupils to support progression in learning. | | They quickly and accurately discern their pupils’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. |
| **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. | They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. | They know how to secure progress for pupils and how to identify when groups and individuals have made progress. | | They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of pupils. |
| **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** | | | | |
| They demonstrate little awareness of how children and young people develop and the influence this has on educational outcomes. | They show awareness of how children and young people develop and take account of this in their teaching. | They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. | | They draw appropriately upon a range of strategies that effectively reduce barriers for learning and adapt strategies to meet the arising needs of learners. |
| **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.** | | | | |
| They do not have a clear understanding of the diverse needs of learners.  They are unable to adapt or evaluate teaching to meet the needs of different learners. | They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs.  When the opportunity has arisen, they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual pupils. | | They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.  They are able to evaluate adaptations to teaching to meet the different needs of all learners. | They clearly recognise how to deal with any potential barriers to learning through the effective application of well-targeted interventions.  Well deployed support staff are integral to the learning and progress of learners.  They are able to evaluate adaptations to teaching to meet the different needs of all pupils and refine their strategies accordingly. |

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| **TS6: Make accurate and productive use of assessment** |

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| **Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements** | | | |
| They lack and understanding of the statutory assessment requirements and require significant support to make accurate assessments against benchmarks. | They have an understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. | They are able to assess pupils’ attainment accurately against national benchmarks. | They can confidently and accurately assess pupils’ attainment against national benchmarks. |
| **Make use of formative and summative assessment to secure pupils’ progress** | | | |
| They do not make use of formative assessment strategies to secure pupils’ progress.  They do not modify teaching in light of pupils’ responses | They show that their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.  They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. | They use a range of assessment strategies in their day to day practice to monitor progress and to inform future planning.  They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses. | They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.  They systematically and effectively check learners’ understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. |
| **Use relevant data to monitor progress, set targets, and plan subsequent lessons** | | | |
| They do not use data to monitor progress, set targets or plan subsequent lessons  Their records of pupils’ progress are not maintained. | They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach.  With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. | They maintain accurate records of pupils’ progress and use these to inform planning and set appropriately challenging targets. | Their records of pupils progress and attainment are detailed and are used to inform future planning and target setting.  They can use their records to demonstrate their sustained impact on pupils’ progress over time. |
| **Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback** | | | |
| They do not use opportunities to give pupils regular oral and written feedback.  They do not encourage pupils to respond to feedback. | They mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress. | They assess pupils’ progress regularly and accurately and discuss assessments with them so that they know how well they have done and what they need to do to improve. | They assess pupils’ progress regularly and work with them to accurately target further improvement and secure rapid progress. |

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

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| **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** | | | |
| They are not able to establish rules and routines in accordance with the school’s behaviour policy.  They have limited awareness of and engagement with the responsibility for promoting food and courteous behaviour in the classroom and around the school. | They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly.  They take responsibility for promoting good and courteous behaviour in the classroom and around the school. | They work within the school’s framework for behaviour and apply rules and routines consistently and fairly.  They consistently reinforce food and courteous behaviour in the classroom and around the school. | They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly.  They actively encourage pupils to behave well and to display courteous behaviour in the classroom and around the school. |
| **Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly** | | | |
| Their expectations of behaviour are not fully articulated to pupils.  Their use of praise, sanctions and rewards is not consistent. | They have high expectations of behaviour and are aware of the range of strategies that experienced teachers use to promote positive behaviour and are able to apply these appropriately, in the context of the school’s policy using praise, sanctions and rewards, in order to create an environment supportive of learning. | They have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards and use of praise, in order to create an environment supportive of learning. | They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards and use of praise, in order to create an environment highly supportive of learning. |
| **Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them** | | | |
| They are unable to use a range of approaches which are appropriate to pupils’ needs.  Pupils’ motivation and engagement is significantly limited by their trainees’ ineffective classroom management. | They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management.  They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. | They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. | They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. |
| **Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.** | | | |
| They do not establish effective relationships with pupils.  Their authority lacks confidence an interventions are ineffective. | They maintain positive relationships with pupils creating a positive learning environment.  They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.  They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. | They make timely and appropriate interventions to maintain a positive learning environment and develop positive relationships with pupils.  They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. | They develop strong relationships with pupils and develop a positive and productive learning environment in which matters relating to behaviour are addressed immediately to maximise learning.  They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. |

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| **TS8: Fulfil wider professional responsibilities** |

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| **Make a positive contribution to the wider life and ethos of the school** | | | |
| They do not seek opportunities to contribute to the wider life and ethos of the school. | Is able to make a positive contribution to the wider life and ethos of the school. | They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. | They are pro-active in seeking out opportunities to contribute in a significant way 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** | | | |
| They have limited awareness of the roles and responsibilities of colleagues.  They require support and guidance to draw on other colleagues’ expertise. | They can build effective professional relationships with various colleagues and have the skills required to work collaboratively.  They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. | They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.  They effectively utilise the expertise of other colleagues when necessary, including those with responsibility for pupils with specific needs. | They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. |
| **Deploy support staff effectively** | | | |
| They have limited evidence of effective consultation with support staff in planning and they are unable to deploy support staff effectively in the classroom. | They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. | They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. | They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. |
| **Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** | | | |
| They are not proactive in their own development and do not respond to advice and feedback from colleagues.  They are not clear about their own strengths and areas for development. | They seek out and are responsive to advice from more experienced colleagues.  In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. | They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. | They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. Both approaches have a positive impact on their teaching. |
| **Communicate effectively with parents with regard to pupils’ achievements and well-being.** | | | |
| They require significant guidance to communicate with parents and carers about pupils’ achievements and well-being. | They communicate effectively at set points in the school year, including at parents’ evenings and through written reports.  They understand the need to communicate at other points in response to individual pupils’ emergent needs. | They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being.  They assume some responsibility for communication in response to individual pupils’ emergent needs. | They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being, both when required to do so formally.  They are proactive in communicating in relation to individual pupils’ emergent needs. |

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| **Standards Part Two: Personal and professional conduct** | | | |
| i | **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 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. | * Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? * Does the trainee develop appropriate professional relationships with colleagues and pupils? * Is the trainee able to safeguard pupils’ well-being, in accordance with statutory provisions? * Does the trainee 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?\* * Does the trainee understand the challenges of teaching in modern British schools? * Is the trainee aware of the Prevent strategy and its implications? * Does the trainee 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?\* * Does the trainee understand and adhere to the school’s and provider’s VLE/internet safety policy, including the safe and responsible use of social media? |
| ii | **Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.** | * The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. * The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. * The trainee is punctual for school, lessons, meetings, etc. * The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. * The trainee’s language and dress are highly professional and in line with school policy. | * Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times? * Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? * Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits? |
| iii | **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | * The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. * The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. * The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality. | * Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document? * Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern? |