



School of Education
Secondary
Meeting the Teachers' Standards– 2019-20

Name _____

Subject _____

Subject Tutor _____

Placement 1 _____

Subject Mentor _____

Placement 2 _____

Subject Mentor _____



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:

1. 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

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on this
- 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

3. 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

4. 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)

5. 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 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

6. 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

7. 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 pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. 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 colleague
- 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:

- Teacher 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*
- 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 the 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

What are the Teachers' Standards?

The Teachers' Standards are the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They will also be used to assess your performance when you are a qualified teacher. **The standards apply to the vast majority of teachers regardless of their career stage.** For this reason, the Standards need to be applied as appropriate to your role, experience and context. The monitoring of your progress against the Standards is laid out in such a way that that you engage with the standards at the start of your practice in term 1 and can see the line of progression over terms 2 and 3. Over time you will hopefully move from *competent* to demonstrate that you are *good or high performing*. This is assessed by monitoring the impact you are having on pupil progress over time.

When will I be assessed?

It is important that we (you, your mentors and your tutor(s)) track progress at interim points. As a minimum this occurs ten times during the course. This is in addition to the tracking that is completed as part of the weekly review process. Tracking is always on-going and a negotiated support plan (between you, your mentor and tutor) can be put into place at any point to offer additional support.

The ten points are:

1. At interview
2. Using the '*Meeting the Teachers' Standards*' booklet which links to the first school report
3. **First report** (December)
4. Action planning and first progress review (December) (part of PSEC3000 – Meeting the Teachers' Standards)
5. Using the '*Meeting the Teachers' Standards*' booklet that links to the second school report
6. **Second report** – (end of March)
7. Action planning and second progress review (Easter) (part of PSEC3000 – Meeting the Teachers' Standards)
8. Using the '*Meeting the Teachers' Standards*' booklet
9. **Final report** – June
10. University of Worcester Career Entry Profile (UWCEP) (part of PSEC3000 – Meeting the Teachers' Standards)

Mentors should use their professional judgement and common sense to assess you at a level that is consistent with what should reasonably be expected of you given your level of experience. Trainees, mentors and tutors track progress periodically using this '*Meeting the Teachers' Standards*' booklet in addition to the weekly review meetings. Standards are presented in this booklet as separate headings, each of which is accompanied by a number of bullet points. The bullets are an integral part of the Standards, designed to illustrate the scope of each heading. They should not be interpreted as separate standards in their own right but used by you, mentors and tutors to track progress against each Standard, to determine areas where additional experience and development might be needed, or to identify areas where you are already demonstrating excellent skills. All judgements are made through the lens of the progress pupils make.

This booklet is a formative assessment tool allowing you to periodically self-assess your progress (weekly reviews) and set challenging personal targets. Use the language to help you to write focused/SHARP targets considering how you move to a good or high performing profile. Mentors should also use the booklet as guidance when writing school reports. "*The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of children/pupils/learners*' (ITEIH, para 128)

How the booklet works.

Using the booklet in weekly reviews - Below is an example of how a maths trainee might use the booklet in a weekly review

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
plan and teach structured	Can design some homework activities with support.	c. Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress and consolidate knowledge and understanding. Homework is monitored and	Set inspiring and creative homework, and other out of class activities. Engage learners to consolidate and extend their knowledge and understanding ensuring pupils make very good progress. Rigorous and systematic recording and monitoring of homework is employed

Let's say you would like to develop the use of homework tasks within your planning. In placement 1 you could plan straightforward tasks with support (Emerging). Now you want to think carefully about the tasks that you set so that homework makes clear links with the classwork and helps students to consolidate their knowledge. Your target could be: "Plan a homework activity with Year 7 set 1 for week beginning 22nd Feb. which is focused on helping students to develop fluency in adding fractions." (TS4)

The strategies you might try are: find a 'mathematical etude' type task which provides a rich context for practicing adding fractions. Explain the activity carefully at the start of the lesson and get students to stick the sheet into their books and write the homework in their planner. In the following lesson ask three students to come to the board and share their results and methods. Identify what is 'good' about the methods used. Take all the books in and 'mark'. Provide short written feedback based on the ideas students gave you for what was a 'good' method. Get students to look at these comments at the start of the next lesson.

Using the booklet for progress reviews (December, March/April and June) – When the cumulative reports are being written it is useful to reflect on your progress and 'where you are at now'. This will allow you to set meaningful and realistic targets for your development as part of the action plans on PebblePad. Before the first report highlight the text in **bold** (or dotted underline if on a hard copy). Your second report is written at Easter - underline where you are working at and, before your final report, highlight your progress. This will help you and your mentor to agree on the final outcomes in reports. The interrelationship of the Teachers' Standards means that weaknesses in any one standard are likely to impact on the progress that pupils make.

		Meeting the Standards	Characteristics for trainees	
	Emerging	Competent (minimum requirements)	Good	High performing
teach unstructured	Can design some homework activities with support.	c. Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress and consolidate knowledge and understanding.	Set inspiring and creative homework, and other out of class activities. Engage learners to consolidate and extend their knowledge and understanding ensuring pupils make very good progress. Rigorous and systematic recording and monitoring of homework is employed.

In December use **bold** text (or dotted underline if using a hard copy) to show 'where you are at now' based on evidence and feedback from observations and weekly reviews

In March/April underline 'where you are at now' based on evidence and feedback from observations and weekly reviews

In June highlight 'where you are at now' based on evidence and feedback from observations and weekly reviews

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
1. Set high expectations which inspire, motivate and challenge pupils.	Begin to encourage learners to participate and contribute. Recognise how teachers create appropriate working environments. With support can maintain a safe learning environment.	a. Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect .	Ensure pupils are safe and feel safe. Build good working relationships with pupils and make classrooms co-operative places. Establish an atmosphere conducive to learning by setting high expectations of learners that are generally appropriate.	Understand very clearly what constitutes unsafe situations and be highly aware of how to promote safety in different situations, including in relation to e-safety. Create collaborative lessons in which pupils feel that their contributions are consistently valued and welcomed. Pay explicit attention to the content of pupils' contributions.
	Start to discuss the need for varying goals and approaches in lesson planning.	b. Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions .	Set goals that stretch, <i>challenge and motivate pupils. Use strategies to support the learning and progress of underperforming groups.</i>	Consistently set goals that stretch, <i>challenge and motivate</i> pupils. <i>Use effective strategies to support the learning and progress of underperforming groups.</i>
	Positive attitudes, values and behaviour are beginning to develop. Support and enthusiasm for the school ethos and working with learners are at an early stage.	c. Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Show awareness of the significance of being a role model and consistently model good working relationships with pupils, colleagues and parents. Most learners are enthused and motivated to actively participate in learning.	Demonstrate and discuss issues of behaviour and good working relationships, making this part of lesson planning where this is appropriate. Model exemplary positive attitudes and values when working with pupils, colleagues and parents. All pupils show high levels of enthusiasm, participation and commitment to learning.

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
2. Promote good progress and outcomes by pupils	Begin to understand teachers' accountability for learners' attainment, progress and outcomes. Planning of short and medium term learning acknowledges to a limited extent the need for learners' progression.	a. Is able to take accountability for attainment, progress and outcomes of the pupils	Ensure that learners are sufficiently challenged and achieve the intended learning objectives. Monitor and assess learners' achievement and provide feedback to them that is based on the specific needs of learners, or groups of learners, that leads to further progress.	Ensure that all learners make good progress so that they fully achieve the challenging intended learning outcomes over time. Monitor learners' progress to evaluate quickly how well they are learning so that the approach can be changed during the lesson if necessary. Provide detailed feedback and targets to individual learners that are focused well to ensure further progress.
	Begin to take account of prior achievement when planning and/or teaching.	b. Is able to plan teaching to build on learners' capabilities and prior knowledge .	Plan lessons that show flexibility / adaptability that take account of prior knowledge. <i>Assess pupils' achievements and plan/teach lessons that enable pupils, including those who have special educational needs, to make at least expected progress.</i>	Are able to discuss in detail, individual learners' progress as well as attainment / achievement. Planning demonstrates a clear and deep understanding of how to plan for progression – stages in learning, different rates of progress - identifying clear 'strands of progression' and the use of these to plan 'steps in learning'.
	Begin to provide tentative opportunities for learners to reflect on their learning.	c. Is able to guide pupils to reflect on the progress they have made and their emerging needs	Regularly provide learners with the opportunity to reflect on specific aspects of their learning. Learners are given time and opportunity to reflect on their progress and identify emerging needs.	Routinely create time and opportunities for learners to reflect on their progress. High quality intervention enables learners to identify the progress they have made and understand what they need to do to improve.
	Begin to demonstrate an awareness of how learners learn and can select from a basic range of teaching strategies and interventions.	d. Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Use knowledge and understanding of how learners learn to select effective teaching strategies and evaluate how this impacts on teaching and ways outcomes could be improved.	Are able to use a depth of subject-specific pedagogical understanding to explain in detail why they use particular teaching approaches and why these are likely to be more successful than others.
	Plans for teaching and learning provide some opportunities for potential independent learning.	e. Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study	Use effective teaching strategies to encourage independent learning and set appropriately challenging tasks which enable the majority of learners to make at least expected progress.	Regularly create opportunities for autonomous learning to enable the majority of learners to make good progress.

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (min. requirements)	Good	High performing
3. Demonstrate good subject and curriculum knowledge	With support can apply subject and curriculum knowledge to plan lessons that begin to meet pupils' needs. Begin to demonstrate sufficient subject knowledge to be aware of misunderstandings and begin to take account of these.	a. Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings .	<i>Work within the current and new curriculum arrangements to find different ways of explaining or modeling teaching approaches. Teach in a way that engages pupils' interest so that pupils become fully involved in the lesson and make good progress. Have a clear recognition of how to deal with misconceptions– and through this demonstrate good subject and curriculum knowledge with phase expertise.</i>	Demonstrate the ability to consistently teach <i>exceptionally well demonstrating strong subject knowledge and curriculum knowledge, with phase expertise</i> , to support pupils in acquiring understanding and skill. <i>Is confident to work within the current and new curriculum</i> . Ensures planning and teaching anticipates potential misconceptions and addresses misunderstandings.
	Recognise the need to clarify and update subject knowledge and subject-specific pedagogy.	b. Is able to demonstrate a critical understanding of developments in the subject and curriculum areas , and promote the value of scholarship .	Employ appropriate professional development strategies to develop and extend subject knowledge.	Are proactive and astutely aware of professional development by extending and updating subject/curriculum/pedagogical knowledge.
	Recognise the need to develop pupils' reading, writing and communication skills.	c. Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English , whatever the teacher's specialist subject.	Confidently use subject specific vocabulary and structures when communicating with pupils to develop pupils' literacy skills. Plan opportunities to <i>develop reading, writing, communication skills</i> in lessons and understand how to overcome barriers to learning such as low levels of literacy.	Demonstrate highly effective <i>teaching of reading, writing and communication</i> . Demonstrate a clear and deep understanding of how to plan for the development of pupils' literacy skills and use this to plan teaching; dealing with barriers to learning. Model high standards of written and spoken communication in all professional activities.
	Recognise the need to develop a clear understanding of systematic synthetic phonics.	d. If teaching early reading , is able to demonstrate a clear understanding of systematic synthetic phonics .	Can teach <i>early reading, systematic synthetic phonics, communication and language development with increased confidence and competence</i> .	Has a strong knowledge of the Rose Report on <i>early reading and can teach early reading, systematic synthetic phonics, communication and language development confidently and competently</i> .
	Recognise the need to develop pupils' mathematics skills and can apply to their subject teaching with guidance.	e. If teaching early mathematics , is able to demonstrate a clear understanding of appropriate teaching strategies .	Use range of mathematics skills within lessons <i>with increased confidence and competence</i> . Understand how to overcome barriers to learning such as low levels of numeracy where applicable.	Demonstrate <i>confidently and competently</i> a clear understanding of how to plan proactively for the development of pupils' mathematical skills and use this to plan teaching, dealing with barriers to learning where applicable.

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
4. Plan and teach well-structured lessons	Lessons have some structure that contributes towards supporting learning. Awareness that the pace of the lesson needs to be more effective.	a. Is able to impart knowledge and develop understanding through effective use of lesson time .	Plan structured activities which match the needs of the learners, including matching pace to learning through effective use of lesson time.	Consistently and effectively impart knowledge and develop understanding through using pace and lesson time to great effect.
	Learners are motivated by some parts of the lesson.	b. Is able to promote a love of learning and children's intellectual curiosity .	Teach in a way that engages learners' interest so that learners become fully involved in lessons. Take some risks when trying to make teaching interesting and deal with the unexpected to 'grab the moment'.	Teach lessons that regularly capture the interest of pupils, are inclusive of all pupils, and feature debate between pupils and between pupils and the teacher. Inspire and communicate enthusiasm to pupils. Take risks confidently to make teaching interesting.
	Can design some homework activities with support.	c. Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Set homework and other out-of-class activities that are creatively planned to ensure pupils make good progress and consolidate knowledge and understanding. Homework is monitored and recorded.	Set inspiring and creative homework, and other out of class activities. Engage learners to consolidate and extend their knowledge and understanding ensuring pupils make very good progress. Rigorous and systematic recording and monitoring of homework is employed.
	Begin to evaluate and reflect on own teaching. Identify that practice needs to develop to improve the impact on learners.	d. Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Take responsibility for professional development through evaluating their own performance and setting challenging targets in weekly reviews <i>in order to improve practice</i> . Work with mentors to monitor their own progress and the impact on pupil progress over time.	Show habitual self-evaluation with a clear focus on the progress of learners. Set challenging targets using weekly reviews to map and review pupil progress. Reflect systematically, and take account of feedback, from mentors and other professionals.
	Where appropriate, in collaboration with school colleagues, contribute tentatively to curriculum planning and design	e. Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Make a positive contribution to curriculum planning showing some examples of innovation. Make creative use of resources to plan lessons to take account of the needs of groups of pupils and individuals.	Consistently show initiative and examples of innovation, for example within a scheme of work. Produce high quality innovative resources, to ensure that all pupils make very good progress

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
5. Adapt teaching to respond to the strengths and needs of all.	Begin to recognise the needs of different learners. With support can differentiate some activities so that learners can make some progress.	a. Know when and how to differentiate appropriately , using approaches which enable pupils to be taught effectively	Develop effective targeted support and intervention that are matched to the needs of most individuals. Teaching takes account of the different progress made by most learners during the lesson. As a result of differentiation learners make good progress.	Consistently teach lessons which differentiate effectively to accurately match individual needs. Teaching takes account of the different progress made by each learner during the lesson. As a result of differentiation all learners make excellent progress. Show understanding of the principles of differentiation which go beyond planning for varying abilities.
	Begin to recognise some potential barriers to learning and can suggest some strategies to overcome them.	b. Has a secure understanding of how a range of factors can inhibit pupils' ability to learn , and how best to overcome these	Use a variety of strategies <i>to challenge and motivate learners where attainment is low</i> . Overcome barriers to learning for all learners, enabling them to make good progress.	Consistently use a variety of strategies to overcome barriers to learning for all learners. <i>Understand the cause of low achievement; challenge and motivate learners where attainment is low; and use effective strategies to support underperforming groups.</i>
	Show a basic awareness of the physical, social and intellectual development of children, and with support, adapt teaching to support pupils' education at different stages of development	c. Is able to 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	Adapt teaching to support pupils' education at different stages of development, showing awareness of the physical, social and intellectual development of learners. Employ a variety of teaching approaches to engage and support learners in an inclusive classroom including those for which the Pupil Premium provides support.	Use creative approaches in response to the different physical, social and intellectual needs of learners. Employ a wide range of distinctive and age appropriate innovative approaches to support pupils with a range of educational needs. Ensure that all pupils make very good progress including those for which the Pupil Premium provides support.
	Show a basic awareness of the needs of 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 identify some teaching approaches to engage and support them.	d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities ; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Can demonstrate different approaches towards inclusive teaching to ensure all learners (including Gifted and Talented) EAL, SEND and pupils eligible for the <i>pupil premium</i> (Including Free School Meals) are engaged and appropriately supported.	Consistently and effectively demonstrate and evaluate a variety of creative approaches to inclusive teaching to engage and support all learners (including Gifted and Talented) EAL, SEND and pupils eligible for the <i>pupil premium</i> (Including Free School Meals).

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
6. Make accurate and productive use of assessment	With support, assess pupils' attainment against national benchmarks	a. Knows and understands how to assess the relevant subject and curriculum areas , including statutory assessment requirements	<i>Assesses pupils' achievement</i> for the subjects, curriculum areas and age ranges taught. Match teaching and learning activities to the intended learning outcomes for groups of pupils. Assess accurately against national benchmarks.	<i>Accurately assess achievement</i> and attainment for the subjects, curriculum areas and age phases taught. Confidently, accurately and independently assess pupils' attainment <i>using new curricular, examinations and assessment arrangements.</i>
	Planning and teaching makes use of a basic range of formative and summative assessment strategies that indicate a learner has made progress	b. Is able to make use of formative and summative assessment to secure pupils' progress	Use a range of appropriate formative, <i>continuous assessment and summative</i> strategies effectively. Know how progression has been secured for groups of learners through a sequence of lessons, including how they know that learners have made progress over time.	Consistently and effectively use a wide range of formative, <i>continuous assessment and summative</i> strategies in day to day practice to monitor every learner's progress. Assessment methods match well to the expected learning outcomes. Evaluate how well individual pupils have progressed over time so approaches can be changed if necessary.
	Plan lesson/s or part lessons to show a basic understanding that school and pupil data needs to be used to set targets for groups and individuals. With support identify the next steps in learning.	c. Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons	Maintain accurate records to demonstrate pupils' progress. Monitor and recording learners' progress and how the outcomes are used in subsequent planning, with a clear focus on groups and individual learners.	Systematically use relevant data to set challenging and differentiated targets. Planning relates to the review and monitoring of data from previous learning to secure progress over time.
	With support monitor learners' progress and assess their achievement.	d. Is able to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	Monitor and assess learners' achievement in line with the school policy. Provide written and oral feedback based on the specific needs of learners or groups of learners that leads to further progress. Build time into lessons to encourage pupils to respond to feedback and as a consequence make good progress.	Systematically and regularly monitor learners' progress, including school progress data, to evaluate progress and learning over time. In partnership with pupils provide detailed feedback and targets that are focused to ensure very good progress. Records of pupil progress and learning/attainment are accurate and up-to-date to inform future planning and target setting.

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (minimum requirements)	Good	High performing
7. Manage behaviour effectively to ensure a good and safe learning environment	Understand the school's behaviour policy and begin to apply rules and routines. Be aware of the responsibility for promoting good and courteous behaviour in the classroom and, to some extent around the school.	a. Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school , in accordance with the school's behaviour policy .	Ensure pupils are properly prepared for each lesson, bringing the right equipment, and are ready and eager to learn. Take responsibility for learners' behaviour both in the classroom and around the school. Able to <i>tackle bullying including cyber and prejudice-based (and homophobic) bullying</i> .	<i>Has the knowledge, understanding and skills to adopt a proactive approach to managing behaviour both in and out of the classroom. Apply the school's behaviour policy confidently in all situations to create an excellent climate for learning. Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i>
	Is beginning to manage classes appropriately with regard to expectations of behaviour. Is beginning to use praise, sanctions and rewards to minimise disruption.	b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Develops classroom rules and routines that enable pupils to demonstrate consistently positive attitudes whatever the activity. Praise, sanctions and rewards are used consistently, routinely and fairly to ensure pupils are involved and highly motivated.	Create an environment which is unreservedly positive about behaviour and safety using strategies that promote high levels of engagement, collaboration and cooperation. Know pupils well and use rewards and sanctions in a personalised and positive manner.
	With support can engage pupils and cope with the management of small groups. Some individuals are involved and motivated.	c. Is able to manage classes effectively , using approaches which are appropriate to pupils' needs in order to involve and motivate them .	Make timely and appropriate interventions to maintain positive learning behaviour. Implement planned interventions so that lessons flow smoothly and without interruption. Encourage pupils to take pride in their work, their appearance and their school. Low level disruption in lessons are rare.	Plan and use a range of highly effective strategies to promote learning which are appropriate to pupils' needs. Ensure attitudes to learning are consistently at an equally high standard across subjects (if applicable), years and classes. Incidences of low-level disruption in lessons are extremely rare.
	Begin to develop positive relationships with pupils and exert authority.	d. Is able to maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary .	Promote a positive rapport with learners. Seek out additional support when required, particularly when dealing with challenging behaviour.	Form highly effective relationships that make a strong contribution to an exceptionally positive learning environment.

		Meeting the Standards	Characteristics for trainees in this stage of their career	
	Emerging	Competent (min. requirements)	Good	High performing
8. Fulfil wider professional responsibilities	Begin to understand the school ethos. With prompts can contribute to the wider life of the school	a. Is able to make a positive contribution to the wider life and ethos of the school	Regularly contribute to the wider life and ethos of the school	Proactively contribute in a significant way to the wider life and ethos of the school
	Begin to build professional relationships with colleagues; basic skills in working collaboratively; recognises the need to seek information/advice from specialist staff.	b. Is able to develop effective professional relationships with colleagues , knowing how and when to draw on advice and specialist support	Build effective relationships with colleagues and works well collaboratively. Shows independence in seeking advice from relevant staff and professionals in relation to learners' specific needs.	Build strong professional relationships and effectively collaborate with colleagues on a regular basis; proactively seek advice from relevant professionals in relation to learners' specific needs.
	Begin to communicate with support staff and direct the supporting of learning.	c. Is able to deploy support staff effectively	Plan to work effectively with learning support and other professionals in planning, teaching and monitoring.	Take responsibility for creatively deploying and managing support staff in lessons to support the full range of learners in their learning. Independently instigate appropriate intervention strategies from support staff.
	With support can identify basic developmental targets and suggest ways to address these.	d. Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Actively evaluate professional practice to identify challenging targets; actively seek and value feedback from colleagues, using the advice to develop professional practice. Lesson evaluations, weekly and periodic reviews show evidence of implementation of targets, review and critical reflection.	Critically and rigorously evaluate professional practice to identify challenging/focused targets; deliberately seeking out wide-ranging opportunities to develop professional learning; respond positively and proactively to advice/feedback from colleagues. Maintain files (including lesson evaluations, weekly and periodic reviews) as evidence of self-evaluation
	With support and guidance, can communicate with parents/carers about learners' achievement and/or well-being.	e. Is able to communicate effectively with parents with regard to pupils' achievements and well-being	Communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. Assume some responsibility for doing so in response to individual pupils' emergent needs	Communicate very effectively both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. This is when required to do so formally and also are proactive in communicating in relation to individual pupils' emergent needs.

Meeting the Standards		
Part 2	Pass	Fail
<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<ul style="list-style-type: none"> • Have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. Have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. Understand that by law schools are required to teach a broad and balanced curriculum and are beginning to develop learners' wider understanding of social and culture of different faiths, in line with the maintenance of fundamental British values. • Understand the challenges of teaching in modern British schools and the implications of the Prevent strategy. • Are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. Adhere to school policies and practices, including those for attendance and punctuality. • Have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are aware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document. • Adhere to the school's and provider's VLE/internet safety policy including safe and responsible use of social media. 	<ul style="list-style-type: none"> • Fails to follow the course code of conduct • Unable to demonstrate a commitment to the teaching profession. Unable to develop appropriate professional relationships with colleagues and pupils or do so inconsistently. Have little or no regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. Do not understand or do not demonstrate that, by law, schools are required to teach a broad and balanced curriculum and they are have not begun to develop learners' wider understanding of social and cultural diversity. • Unwilling or unable to assume an appropriate degree of responsibility for the implementation of workplace policies in the training setting. Do not fully and/or adequately adhere to school policies and practices, including those for attendance and punctuality. • Little or no understanding of the challenges of teaching in a modern British school or the implications of the Prevent strategy. • Do not have a broad enough understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. Are unaware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document. • Unable to adhere to the school's or provider's VLE/internet safety policy including safe and responsible use of social media.

What do report grades mean?

Reports are cumulative. In the autumn (first) report, spring (second) report and summer (final) reports use **actual** performance assessments on a cumulative template based on the Teachers' Standards. **Please remember that the standards apply to the vast majority of teachers regardless of their career stage. For this reason, the Standards need to be applied as appropriate to role, experience and context.** It is acceptable for progress against the Standards to be 'emerging' in the autumn term. If performance is 'not on target' meaning that there is a risk of not achieving this standard and progressing to the competent level by the end of the course, you will be given a support plan. An 'emerging' grade in the spring term again indicates a risk of failure and intervention will be needed to support your progress. You are expected to be demonstrating good or high performing characteristics in the spring and summer terms. Part 2 of the standards 'Personal and Professional Conduct' are graded '**pass**' or '**fail**'.

Written comments on the First Report

At this stage in the course it is important that you, and those involved in your training, have a clear picture of what has been achieved so far against the Teachers' Standards. We ask that these reports are **detailed** and are an **honest and fair judgement**. Judgement should be based on tracking in this booklet and should be a **best fit professional opinion**. You are not expected to meet every aspect of the bullet points for an overall judgement to be made. Due to time constraints you are only expected to be emerging and in some cases competent for the first report.

Written Comments on the Second Report

The second report builds upon the comments written by mentors from your autumn term placement. It is possible for the same text to be **bold** and underlined if you have not been able to make progress in an area. As previously, it is important that you and those involved in your training, have a clear picture of what has been achieved so far against the Teachers' Standards. Judgement should be based on tracking in this booklet and should be **holistic best fit professional opinions**. For this reason, there should be no surprises as you should know how you are progressing. If you are deemed 'emerging' for any of the Standards this indicates that you are not yet meeting the minimum competency so will negotiate a targeted support plan with your subject tutor/mentor and will meet with the Course Leader. A trainee graded at 'competent' will be monitored closely by the subject tutor. Intervention strategies will be put into place if needed.

Final (Summer) Report

This report should reflect the level achieved at the end of the course and is cumulative so mentors add to the grades and comments made in the second school report. This should include evidence gathered from observations, weekly reviews and from the periodic reviewing of the 'Meeting the Teachers' Standards' booklet. Again, the outcomes are holistic best fit professional judgements. It is also important to indicate the areas for development and targets that should be taken forward as you enter the teaching profession. To pass the course and be recommended for QTS you must achieve a 'competent' grade in **all** sections of the Teachers' Standards. When making final judgements against each standard it is useful to look at the definitions below.

All reports <i>(please remember that outcomes are best fit professional judgements based on the Teachers' Standards)</i>	High performing	For the identified Standard teaching is good (see Meeting the Teachers' Standard profiles*) or high performing and never less than consistently at a good level.
	Good	For the identified standard teaching is good, some is high performing.
	Competent	Teaching over time requires improvements as it is not yet good but met the minimum requirements for the Standard has been met.
	Not on target (autumn) Emerging (spring) Fail (summer)	Teaching requires improvement across the standard and has not yet met the competent level.

Observing colleagues

‘The whole process (*of observation*) needs to be seen in the context of raising pupil achievement and thus it needs to be useful for (you), leaving (you) confident and enthusiastic about becoming even more effective.’
(NCTL 2013)

When observing lessons it is useful to observe from the context of the learner. Use one or more of these questions to help you focus on the learner and the progress they are making.

What is the impact that teaching has on pupil progress?

1. How well does the structure of the lesson, as evident in both planning and teaching, promote learning?
2. Are pupils sufficiently challenged and engaged given their prior skills, knowledge and understanding?
3. Do pupils understand what they are being asked to do in every stage of the lesson?
4. Do pupils have opportunities and means to indicate their understanding (or lack) of the concepts being introduced?
5. Do pupils improve their understanding as a result of detailed and accurate feedback on their learning?
6. Are pupils who are having difficulty supported to help them understand?
7. How well is the pupil’s subject knowledge developed in terms of knowledge, skills and understanding?
8. Is the management of the pupil’s behaviour effective to ensure that they make progress in a safe and secure environment?