

**Primary and Early Years Education
Initial Teacher Training: Teachers' Standards
Assessment Criteria**

Introduction and rationale

The assessment criteria presented in this document has been produced in line with guidance produced in collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (Higher Education Academy).

New Teachers' Standards 2012

From 1st September 2012, all teachers completing their training will be assessed against the new Teachers' Standards. The revised standards also apply to newly qualified teachers (NQTs) and experienced teachers and thus replace the former Core Standards. This means that there is now an overarching set of standards covering all teachers with the aim of establishing 'a platform for the coherent approach to Initial Teacher Education (ITE), induction and continuing professional development (CPD) that the profession aspires to' (*Working with the Teachers' Standards in Initial Teacher Education, 2012*).

The Teachers' Standards includes a series of bullet points on pages 6-9 and states that:

'The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard.' (*ITE Inspection Handbook, 2012*)

The standards set out the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues.

Initial Teacher Education (ITE) inspection (from September 2012)

The new inspection framework provides guidance about trainee attainment within the context of the new Teachers' Standards:

'Attainment is defined as the standard reached by a trainee at the end of his/her training. For primary and early years trainees, this is how well they meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards*.

The Teachers' Standards states that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of [qualified teacher status (QTS)]. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*'.

Grading Criteria

The assessment statements provide guidance for judgements of trainee performance in relation to the range of Teachers' Standards, and are designed to align with Ofsted Grade Descriptors for trainee teachers:

| EHU Assessment Criteria | Ofsted Grade Descriptors |
|---|---|
| <p>Grade 1: Outstanding Meeting the Standards at a High Level</p> | <p>Outstanding (1) Trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and their personal and professional conduct. Much of their teaching is outstanding and never less than consistently good.</p> |
| <p>Grade 2: Good Meeting the Standards at a Good Level</p> | <p>Good (2) Trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Much of their teaching is predominantly good, with examples of outstanding teaching.</p> |
| <p>Grade 3: Satisfactory Containing two levels of performance</p> <ul style="list-style-type: none"> • 3W: Working towards the Standards; for those in the very early stages of their training • 3M: Meeting the Standards; the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. All trainees recommended for the award of QTS must meet all of the standards at least at this level. | <p>Requires improvement (3) Trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees' teaching requires improvement as it is not yet good.</p> |
| <p>Grade 4: Inadequate: Failing to Meet the Standards</p> | <p>Inadequate (4) Outcomes are likely to be inadequate if trainees fail to meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training.</p> |

Judgements of Trainee Achievement and Progress

During the course of their training programme, it is to be expected that trainee progression against the Teachers' Standards will reflect their stage of training. It is reasonable to expect that trainee performance might look as follows:

| Phase of Training | Expected baseline performance against Assessment Criteria |
|---------------------------------|--|
| Professional Practice 1a | <p>By the end of this practice, trainees should be securely within the '3W – Working Towards the Standards' category. Some trainees may be performing above this level at this stage.</p> <p>Professional judgement should be made regarding which aspects of the Standards a trainee has had opportunity to address at this early stage in their training.</p> |
| Professional Practice 1b | <p>By the end of this practice, we would expect most trainees to be working towards grade 1 or 2 overall. As a minimum in order to achieve a pass they should be mostly within the '3M – Meeting the Standards' category; however, it is likely that they will still have aspects of 3W performance against more challenging criteria or those for which they have had limited experience.</p> |
| Professional Practice 2 | <p>By the end of this practice, trainees should be working towards a grade 1, but as a minimum in order to achieve a pass they need to be securely within the '3M – Meeting the Standards' category for all Standards.</p> <p>This is the minimum requirement for a trainee to be recommended for QTS.</p> |

When making overall judgements of trainee achievements against the Teachers' Standards, the following should all be taken into consideration:

- **Observations of the trainee in school**
- **Dialogue with the trainee** about their performance and future development
- **Evidence gathered by the trainee** and accompanying relevant documentation (such as the Additional Standards Evidence File, Teaching Files etc.)
- **Progress made by the trainee as evidenced with their Individual Training Plan**, audit(s) of subject knowledge and experience against National Priorities.

Final judgements on trainees' progress is a collaborative process involving the mentor, class teacher, trainee and link tutor during which all the evidence identified above is considered.

At the end of each stage of Professional Practice, the Mentor completes a Primary and Early Years Mentor Report Form (Report Form B) which includes the identification of a final grade. The class teacher also completes a Primary and Early Years Class Teacher Report Form (Report Form A).

Both of these forms should be given to the trainee and copies returned to Edge Hill. A trainee is not able to formally pass the period of professional practice unless these forms are completed and returned.

Both of these forms will be used to inform the writing of trainees' references.

ITT TEACHERS' STANDARDS ASSESSMENT CRITERIA (PRIMARY AND EARLY YEARS)

PART ONE: TEACHING

S1. 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.

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|---|--|--|--|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. • They consistently set high expectations of pupils in different training contexts. • 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. • They generate high levels of enthusiasm, participation and commitment to learning. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. • They consistently set high expectations of pupils in their different training contexts. • They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate. | <p>Grade 3M: MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. • They have set appropriately high expectations, believing that all pupils have the potential to make progress. • They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. • 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. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They show a developing ability to encourage pupils to participate and contribute in an atmosphere conducive to learning. • They demonstrate an understanding of the need for high expectations and, with support, can show evidence this in their practice. • They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. • 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. <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not:</p> <ul style="list-style-type: none"> • encourage pupils to participate and contribute in an atmosphere conducive to learning. • set appropriately high expectations to allow all pupils to reach their full potential. • develop a rapport with individuals and groups. As a consequence of this most pupils are not fully engaged in their learning. • to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. • demonstrate enthusiasm for working with children and young people and for teaching and learning. |

S2. Promote good progress and outcomes by pupils

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

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|--|--|--|--|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. • They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time • They are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. • They actively promote engaging and effective methods that support pupils in reflecting on their learning. • 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. • They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They assume responsibility for the attainment, progress and outcomes of the pupils they teach. • They demonstrate a sound understanding of the need to develop pupil learning over time. • Their short- and medium-term planning consistently takes into account the prior learning of the pupils. • 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 use their knowledge of effective teaching strategies to encourage independent learning • They set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • 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. • Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. • They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. • When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. • 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 plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They show a developing understanding of 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. • With appropriate support, their planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. • They show some understanding of the strategies involved in supporting pupils in reflecting on their learning, identifying their progress and emerging learning needs. • Through their planning and teaching they demonstrate some understanding of the importance of providing suitable opportunities for learners to evaluate and improve their performance. • They are beginning to identify effective teaching strategies and explain why they have chosen such approaches. • They show a developing awareness that teaching and learning activities should encourage independent and autonomous learning. <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :</p> <ul style="list-style-type: none"> • assume responsibility for the attainment, progress and outcomes of the pupils they teach • demonstrate understanding of the need to develop pupil learning over time. • takes into account the prior learning of the pupils. • 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. • encourage independent learning • set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils fail to make good progress. |

S3. 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

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|---|--|---|--|---|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • 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. • They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. • 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. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • 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 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 model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • 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 know how learning progresses within and across the subject/ curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions. • They are able to respond appropriately to subject-specific questions learners ask • They use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. • 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 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. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They demonstrate a developing knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. • They are supported in developing an understanding of how learning progresses within and across the subject/ curriculum age phases they are training to teach. • They are sometimes able to respond appropriately to subject-specific questions learners ask • They show an increasing ability to use subject-specific language in order to help learners develop knowledge, understanding and skills in the subject. • 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 demonstrate a developing understanding of the need to promote high standards of communication, reading and writing for all learners and, with support, begin to build this into lessons. | <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :</p> <ul style="list-style-type: none"> • Sufficient knowledge and understanding of the relevant subject/curriculum areas they are training to teach. • make use of their curriculum and pedagogical subject knowledge or address common errors and misconceptions effectively in their teaching. • evidence updates for their subject, curriculum and pedagogical knowledge or how to employ appropriate professional development strategies to further develop these in their early career. • model good standards of written and spoken communication in all professional activities or encourage and support learners to develop these skills in their lessons. |

| | | | | |
|--|---|---|---|--|
| <ul style="list-style-type: none"> • In relation to early reading: primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach. • In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach. | <ul style="list-style-type: none"> • In relation to early reading: primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach. • In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach. | <ul style="list-style-type: none"> • In relation to early reading: all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach. <p>In relation to early mathematics: all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.</p> | <ul style="list-style-type: none"> • In relation to early reading: all primary trainees are beginning to demonstrate some knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics and, with support, are able to apply this effectively across the specific age phases they are training to teach. <p>In relation to early mathematics: all primary trainees are beginning to demonstrate some knowledge and understanding of teaching and assessing early mathematics and, with support, are able to apply this effectively across the specific age phases they are training to teach.</p> | |
|--|---|---|---|--|

S4. 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).

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|--|--|--|---|--|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests. • 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. • They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They show a willingness to try out a range of approaches to teaching and learning. • They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. • 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 make a positive contribution to the development of curriculum and resources in their placement settings. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • They employ a range of teaching strategies and resources. • They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. • When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. • They can create an environment in which the learners are usually engaged. • They understand how homework or other out-of-class work can sustain learners' progress and consolidate learning, and can design and set appropriate tasks. • They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning. • They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work and curriculum frameworks. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice phase 1a, they should:</p> <ul style="list-style-type: none"> • They are beginning to demonstrate some range in teaching strategies and resources. • With support, they plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. • They understand the need for lessons to be appropriately paced and are beginning to apply this to their own teaching. • They can create an environment in which the learners are usually engaged. • They demonstrate some understanding of how homework or other out-of-class work can sustain learners' progress and consolidate learning and, with support, can design and set appropriate tasks. • With appropriate support they are able to review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils' learning. | <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :</p> <ul style="list-style-type: none"> • show a willingness to try out a range of approaches to teaching and learning. • plan lessons that take account of the needs of groups of learners and individuals. • review and reflect on their own planning and teaching. • make positive contribution to the development of curriculum and resources in their placement settings. |

S5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|--|---|---|---|---|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. • They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. • They know how to secure progress for learners and how to identify when groups and individuals have made progress. • 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 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. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • 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 learners are supported towards achieving their potential. • 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 show awareness of how children and young people develop and take account of this in their teaching. • 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, including EAL and SEND. • 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 learners. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice phase 1a, they should:</p> <ul style="list-style-type: none"> • They understand the need to adapt their teaching according to pupils' individual needs and are beginning to apply this to their own practice. • They are aware of a range of factors that are potential barriers to achievement and show a developing understanding of how experienced teachers use a range of strategies to reduce these barriers. • They show an increasing awareness of how children and young people develop and show some evidence of this in their teaching. • 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 in particular, including those with EAL and SEND. | <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :-</p> <ul style="list-style-type: none"> • adapt their teaching to meet the needs of the individual or groups of learners to support progression. • recognise potential barriers to learning or how to support with the appropriate deployment of available support staff. |

S6. 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.

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|---|--|---|--|---|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They can confidently and accurately assess pupils' attainment against national benchmarks. • 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. • They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They are able to assess pupils' attainment accurately against national benchmarks. • They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. • They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. • They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • They have a secure 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. • 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 understand how school- and pupil-level summative data are 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 mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They have some understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. • With support they are able to demonstrate some ability to use a range of formative and summative assessment strategies, designed to support pupils in making progress. • They show some ability to deploy these strategies, 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, with support. • With guidance from experienced teachers, they monitor pupil progress and beginning to set new targets for individuals and groups. • With support, they are beginning to mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress. | <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :-</p> <ul style="list-style-type: none"> • demonstrate an understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. They are unable to make accurate assessment against national benchmarks. • make use of formative and summative assessment strategies, in their planning , to support pupils in making progress. • evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice. • Know how school- and pupil-level summative data are used to set targets for groups and individuals. • monitor pupil progress and maintain accurate records, even with guidance from experienced teachers. • mark pupils' work constructively and provide appropriate oral feedback to pupils. |

S7. Manage behaviour effectively to ensure a good and safe learning environment

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

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|---|--|--|--|---|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • 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 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. • They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. • They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They work within the school's framework for behaviour and apply rules and routines consistently and fairly. • They consistently 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 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 actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. | <p>Grade 3M:MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. • They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. • They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. • They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. • They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that 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 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. | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They work within the school's framework for behaviour and, with support, can normally apply rules and routines consistently and fairly. • They have high expectations and show a developing awareness of the range of strategies that experienced teachers use to promote positive behaviour. • They are able to apply an increasing number of appropriate strategies in order to create an environment supportive of learning. • They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. • They demonstrate an awareness of the relationship between effective planning and teaching and successful behaviour management. • They show a developing awareness of how experienced teachers effectively manage barriers to learning in order to positively impact on pupil behaviour. • They are beginning to understand that behaviour management is context-dependent. | <p>Trainee not demonstrating competence to achieve the standards: They do not :-</p> <ul style="list-style-type: none"> • work within the school's framework for behaviour or apply rules and routines. • have high expectations or understand the strategies that experienced teachers use to promote positive behaviour • manage behaviour effectively or encourage learners to demonstrate positive attitudes towards the teacher, their learning and each other to allow lessons to flow smoothly. • seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. |

S8. Fulfil wider professional responsibilities

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

| Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL | Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL | Grade 3: SATISFACTORY- MEETING STANDARDS AT A SATISFACTORY LEVEL | | Grade 4 : INADEQUATE - FAILING TO MEET THE STANDARDS |
|---|---|--|---|---|
| <p>Trainees achieving the standards at a high level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. • They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. • 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 deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. • They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs. | <p>Trainees achieving the standards at a good level may demonstrate these characteristics:</p> <ul style="list-style-type: none"> • They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. • They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. • 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 are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. • 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 doing so in response to individual pupils' emergent needs. | <p>Grade 3M: MEETING THE STANDARDS All trainees to be awarded QTS will have demonstrated as a minimum that:</p> <ul style="list-style-type: none"> • They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. • They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. • 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 understand when to ask for information and advice from specialist staff about individual pupils with specific needs. • They seek out and are responsive to advice from more experienced colleagues • In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. • They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' 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 | <p>Grade 3W: WORKING TOWARDS THE STANDARDS In order for trainees to successfully pass Professional Practice 1a, they should:</p> <ul style="list-style-type: none"> • They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. • They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. • 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 understand when to ask for information and advice from specialist staff about individual pupils with specific needs. • They seek out and are responsive to advice from more experienced colleagues • They show a developing ability to evaluate their own practice and, with support, can identify targets for development. • They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. • They understand the need to communicate at other points in response to individual pupils' emergent needs. | <p>Trainee not demonstrating competence to achieve the standards:</p> <p>They do not :-</p> <ul style="list-style-type: none"> • seek opportunities to contribute to the wider life and ethos of the school. • build professional relationships with colleagues or work collaboratively when required to do so. • deploy support staff in their lessons or seek advice from relevant professionals in relation to pupils with individual needs. • proactively seek to enhance their own professional learning or value the feedback they receive from more experienced colleagues. • communicate effectively with parents and carers in relation to pupils' achievements and well-being. |

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:

- They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions.
- They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.
- They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.
- They 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.
- They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.