

Assessment of Trainee Teachers – Grading Descriptors

The Grading Descriptors for the Teachers' Standards on the following pages draw upon the national UCET/NASBTT guidance for all ITE provision.

These descriptors are to be applied at all stages of the programme. They are developmental as well as summative.

Mentors - This guidance should be used throughout the placement to set formative targets and at the end of the placement to grade the trainee's performance and set future targets.

Trainees - This guidance should be used throughout your programme for self -assessment and target setting.

Guidance for using the descriptors:

In accordance with the requirements of the Teachers' Standards, providers of initial teacher training are required to assess trainee teachers against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Therefore a judgement is relative to this stage in a teacher's professional development and a grade of 'achieved standards at a high level' relative to a trainee teacher is not comparable with the equivalent for an experienced teacher.

Each judgement is an overall judgement. In a best fit model, the statements describe features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked.

A trainee graded as achieving the standards at a Good or High level should be working within the level of mentor support as expected by the programme. A student achieving the standards at a minimum level at all points, except final assessment, will be working with a higher level of support.

Trainees to be awarded QTS teach at least satisfactory lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

Trainees graded as 'achieving the standards at a good level' teach mostly good lessons across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

Trainees graded as 'achieving the standards at a high level' teach consistently good lessons that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

GRADING DESCRIPTORS FOR THE TEACHERS' STANDARDS

Part One - Teaching

Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p>*establish a safe and stimulating environment for pupils, rooted in mutual respect</p> <p>*set goals that stretch and challenge pupils of all backgrounds, abilities and disposition</p> <p>*demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>	<p>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.</p> <p>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>	<p>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>They consistently set high expectations of pupils in their different training contexts.</p> <p>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>	<p>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress.</p> <p>They are able to develop a rapport with a range of individuals and groups. As a consequence of this pupils are engaged in their learning.</p> <p>They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</p> <p>They demonstrate enthusiasm for working with children and young people and for teaching and learning.</p>
<p>Expectation –for example by the end of the programme a trainee should be able to:</p> <p>Demonstrate, as a role model, punctuality, appropriate dress, professional attitudes towards others.</p> <p>Treat pupils with respect (eg know their names, give timely feedback).</p> <p>Model the use of appropriate language.</p> <p>Plan and teach lessons which challenge, motivate and inspire.</p> <p>Keep accurate and timely records.</p> <p>Understand the role of the form tutor and pastoral system in setting expectations of pupil behavior and attainment.</p> <p>Establish a safe environment in lessons in which pupils treat each other with respect</p>		<p>Examples of Evidence</p> <p>Comments / verification statements from form tutor/ classteacher/ mentor/LSAs/ professional tutor/ university tutor</p> <p>Lesson observations</p> <p>PDP File and teaching files</p> <p>Audio tape task</p> <p>Assignment 2</p> <p>Mentor Meeting logs</p>	

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Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>2.Promote good progress and outcomes by pupils</p> <p>*be accountable for pupils' attainment, progress and outcomes</p> <p>*plan teaching to build on pupils' capabilities and prior knowledge</p> <p>*guide pupils to reflect on the progress they have made and their emerging needs</p> <p>*demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>*encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<p>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach.</p> <p>They demonstrate confident judgement in planning for pupil progression both with individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</p> <p>They actively promote engaging and effective methods that support pupils in reflecting on their learning.</p> <p>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.</p> <p>They regularly create opportunities for independent and autonomous learning. As a result, the majority of pupils make very good progress.</p>	<p>They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</p> <p>They demonstrate a sound understanding of the need to develop pupil learning over time.</p> <p>Their short and medium term planning consistently takes into account the prior learning of the pupils.</p> <p>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.</p> <p>They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable learners to make progress. As a result, the majority of pupils make good progress.</p>	<p>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 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 which encourage independent learning. As a result, all groups of pupils make at least satisfactory progress.</p>
<p>Expectation – for example by the end of the programme a trainee should be able to:</p> <p>Demonstrate, in planning and teaching, knowledge of individuals' attainment</p> <p>Liaise with host dept and SENCO for information about individual needs and how they are usually met in the dept's teaching and the school as a whole</p> <p>Acquire some knowledge and understanding of the role of the form tutor / pastoral system in promoting good progress and outcomes by pupils</p> <p>Provide feedback to pupils and opportunities for them to reflect on their attainment and how to make progress.</p> <p>Identify and follow up issues of under-attainment by pupils eg discuss with class teacher, LSA, form tutor, with pupil after the lesson (as appropriate in the context of the placement school's policy and practice</p>		<p>Examples of Evidence</p> <p>Lesson plans, student teacher evaluations of lessons, observations by class teacher/mentor/ university tutor, records of pupil progress.</p> <p>Monitoring and assessment records of pupil progress</p> <p>Observations by trainee of experienced teachers</p> <p>Comments from co-form tutor</p> <p>Written feedback given to pupils</p> <p>Reports from SENCO/ LSA</p> <p>SEN directed task, EAL directed task</p> <p>Assignments</p>	

GRADING DESCRIPTORS FOR THE TEACHERS' STANDARDS

<p style="text-align: center;">Teachers' Standards</p>	<p style="text-align: center;">Trainees demonstrating the standards at a high level may demonstrate these characteristics:</p>	<p style="text-align: center;">Trainees demonstrating the standards at a good level may demonstrate these characteristics:</p>	<p style="text-align: center;">All trainees to be awarded QTS will have demonstrated as a minimum that:</p>
<p>3. Demonstrate good subject and curriculum knowledge</p> <p>* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p>* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>* 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</p>	<p>They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest.</p> <p>They demonstrate very well developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</p> <p>They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities.</p> <p>They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p> <p>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.</p>	<p>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.</p> <p>They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing misconceptions and common errors effectively in their teaching.</p> <p>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.</p> <p>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> <p>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.</p>	<p>They have sufficiently secure subject knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach.</p> <p>They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' misconceptions.</p> <p>They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners to develop knowledge, understanding and skills in the subject.</p> <p>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.</p> <p>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> <p>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, to be able to apply this effectively across the specific age phases they are training to teach.</p>

	<p>In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics and to select and employ highly effective teaching strategies across the age ranges they are training to teach.</p>	<p>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.</p>	<p>(See : 'Systematic Synthetic Phonics in ITT: Guidance and Support Materials' for further information)</p> <p>In relation to early mathematics: all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, to be able to apply this effectively across the specific age phases they are training to teach.</p>
<p>Expectation – for example by the end of the programme a trainee should be able to: Know relevant external assessment specifications (eg. National Curriculum, national strategies, GCSE, A Level) and demonstrate sufficient knowledge to teach the required content. Be able to demonstrate competence in presentation of subject (eg coursework, assignments). Demonstrate adequate numeracy and literacy skills Demonstrate willingness and ability to research areas of weakness in knowledge of subject or curriculum</p>		<p>Examples of Evidence Downloaded and annotated relevant curriculum specifications Research (reading at the level to be taught and above) Observation notes from class teacher/ mentor of colleagues Pupils' work demonstrating secure subject knowledge Marking of pupils' work Student teacher's lesson evaluations Mentor meeting logs Assignment 1. Assignment 3 Subject knowledge audit, subject specific directed tasks</p>	

GRADING DESCRIPTORS FOR THE TEACHERS' STANDARDS

Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>4. Plan and teach well structured lessons</p> <p>*impart knowledge and develop understanding through effective use of lesson time</p> <p>*promote a love of learning and children's intellectual curiosity</p> <p>*set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p>*reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>*contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>	<p>They plan lessons that often use well-chosen imaginative and creative strategies and that match individuals' needs and interests.</p> <p>They are highly reflective in critically evaluating their practice.</p> <p>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.</p> <p>They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placements.</p>	<p>They show a willingness to try out a range of approaches to teaching and learning.</p> <p>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.</p> <p>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.</p> <p>They make a positive contribution to the development of curriculum and resources in their placement settings.</p>	<p>They employ a range of teaching strategies and resources.</p> <p>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.</p> <p>They can create an environment in which the learners are usually engaged.</p> <p>They understand how homework or other out of class work can consolidate learners' progress, and can set and design appropriate tasks.</p> <p>They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils' learning.</p> <p>They work collaboratively with more experienced colleagues, where appropriate to adapt and/or develop the school's medium term plans, schemes of work, curriculum frameworks,etc</p>
<p>Expectation – for example by the end of the programme a trainee should be able to:</p> <p>Plan in detail for all lessons</p> <p>Indicate in lesson plans, how time will be used, suitable subject content, appropriate subject specific pedagogy, differentiation for individuals as well as groups of learners</p> <p>Integrate assessment into short, medium and long term planning</p> <p>Plan sequences of lessons which form a coherent programme and show how evaluation has informed planning</p> <p>Plan and mark homework as appropriate</p> <p>Demonstrate that their classroom 'presence' is emerging/developing/evident</p> <p>Be able to follow department plans and contribute to department planning</p>		<p>Examples of Evidence</p> <p>Lesson plans</p> <p>Annotation of lesson plans</p> <p>Resources prepared and used as planned</p> <p>Trainee's evaluation of lessons taught</p> <p>Lesson observations from class teacher, mentor, professional tutor, university tutor</p> <p>Weekly mentor meeting logs</p> <p>Assignments 1 and 3 and other directed tasks</p> <p>Reading</p>	

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Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>*know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>* have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>*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</p> <p>*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.</p>	<p>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.</p> <p>They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</p>	<p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning.</p> <p>They know how to secure progress for learners and how to identify when groups and individuals have made progress.</p> <p>They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</p> <p>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>	<p>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.</p> <p>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 working alongside experienced teachers and support staff as appropriate.</p> <p>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>
<p>Expectation - for example by the end of the programme a trainee should be able to:</p> <p>Demonstrate, in lessons, different approaches to different pupils, eg. in questioning. Use different tasks for different pupils within a class. Give appropriate feedback to individuals according to their strengths and needs. Use different resources to support learning of individuals within a class. Identify pupils' strengths and needs (see Standard 2)</p> <p>Identify and plan for all, for example, high attainers, pupils with SEN, those for whom English is an additional language, learners from minority ethnic groups</p>		<p>Examples of Evidence</p> <p>Lesson observations by class teacher, mentor, professional tutor, university tutor</p> <p>Student teacher's evaluation of lessons</p> <p>Mentor meeting logs and in discussion with mentor</p> <p>Assignment 3</p>	

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Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>6. Make accurate and productive use of assessment</p> <p>*know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>*make use of formative and summative assessment to secure pupils' progress</p> <p>*use relevant data to monitor progress, set targets and plan subsequent lessons</p> <p>*give pupils' regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<p>They can confidently and accurately assess pupils' attainment against national benchmarks.</p> <p>They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning .</p> <p>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.</p> <p>They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.</p>	<p>They are able to assess pupils' attainment accurately against national benchmarks.</p> <p>They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</p> <p>They maintain accurate records of pupils' progress and use these to set appropriately challenging targets.</p> <p>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>	<p>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.</p> <p>Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.</p> <p>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 where necessary.</p> <p>They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach.</p> <p>With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups.</p> <p>They mark pupils' work constructively and provide appropriate feedback to pupils to help them to make progress.</p>
<p>Expectation – for example by the end of the programme a trainee should be able to:</p> <p>Acquire knowledge of assessment criteria for all stages and ages taught eg. NC levels</p> <p>Apply this knowledge in practice in marking summative assessments</p> <p>Routinely demonstrate use of formative assessment (AfL) to assess pupil learning and inform planning and teaching</p> <p>Use assessment data to inform planning, teaching and expectations</p> <p>Develop pupils' understanding of their assessment targets</p>		<p>Examples of Evidence</p> <p>Trainee has knowledge and copies of criteria</p> <p>Lesson plans with specific reference to assessment</p> <p>Lesson observations by class teacher, mentor, university tutor</p> <p>Student teacher's lesson evaluations</p> <p>Records of pupil attainment</p> <p>Assignments</p> <p>Subject specific directed tasks</p>	

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Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>7. Manage behaviour effectively to ensure good and safe learning environment</p> <p>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</p> <p>*have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>*manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>*maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	<p>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.</p> <p>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 sanctions and rewards and use of praise, in order to create an environment highly supportive of learning.</p> <p>They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>They work within the school's framework for behaviour and apply rules and routines consistently and fairly.</p> <p>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 praise, in order to create an environment supportive of learning.</p> <p>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.</p> <p>They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>They work within the school's framework for behaviour and can apply rules and routines consistently and fairly.</p> <p>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 school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.</p> <p>They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> <p>They recognize that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management.</p> <p>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.</p> <p>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>
<p>Expectation – for example by the end of the programme a trainee should be able to:</p> <p>Be able to keep most classes on task by planning suitably challenging lessons and engaging learning activities and establishing positive relationships with and between individuals..</p> <p>Show in lesson plans how behaviour difficulties have been anticipated.</p> <p>Challenge inappropriate behaviour which interrupts the learning of others.</p> <p>Use a range of strategies including dept/school policies to promote positive behavior.</p> <p>Identify and plan for individual pupils with specific needs. Include health and safety issues.</p> <p>Make appropriate use of praise.</p>		<p>Examples of Evidence</p> <p>Lesson observations by class teacher, mentor, university tutor</p> <p>Lesson plans and evaluations</p> <p>Conversations with relevant school colleagues</p> <p>Mentor log. Work with pastoral staff Notes from school PS sessions.</p> <p>Records of use of school rewards system, sanctions system</p> <p>PS directed tasks. Assignment 2 . Notes from observation of established teachers</p>	

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Teachers' Standards	Trainees demonstrating the standards at a high level may demonstrate these characteristics:	Trainees demonstrating the standards at a good level may demonstrate these characteristics:	All trainees to be awarded QTS will have demonstrated as a minimum that:
<p>8. Full wider professional responsibilities</p> <p>*make a positive contribution to the wider life and ethos of the school</p> <p>*develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>*deploy support staff effectively</p> <p>*take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>*communicate effectively with parents with regard to pupils' achievements and well-being</p>	<p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</p> <p>They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.</p> <p>They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</p> <p>They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are pro-active in communicating in relation to individual pupil emergent needs.</p>	<p>They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</p> <p>They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.</p> <p>They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</p> <p>They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</p> <p>They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.</p> <p>They assume some responsibility for doing so in response to individual pupils' emergent needs.</p>	<p>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.</p> <p>They can build effective professional relationships with various colleagues and have the skills to work collaboratively.</p> <p>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.</p> <p>They understand when to ask for information and advice from specialist staff about individual pupils with specific needs.</p> <p>They seek out and are responsive to advice from more experienced colleagues.</p> <p>In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets.</p> <p>They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.</p> <p>They communicate effectively at set points in the school year, including at parents' evenings and through written reports.</p> <p>They understand the need to communicate at other points in response to individual pupils' emergent needs.</p>
<p>Expectation – for example by the end of the programme a trainee should be able to:</p> <p>Act as co-form tutor. Experience being on duty with a member of staff.</p> <p>Have some experience of how PSHE/citizenship is delivered in placement school</p> <p>Attend assembly, staff meetings, pastoral team meetings</p> <p>Communicate with parents in line with school expectations. Attend and contribute to parents consultation events.</p> <p>Work effectively with support staff. Establish good working relationships with school staff as a whole. Make an active contribution to school PS sessions.</p>		<p>Examples of Evidence</p> <p>Feedback relevant staff</p> <p>Feedback from professional tutor</p> <p>Student teacher's records of activities undertaken</p>	

<p>PART TWO: Personal and Professional Conduct</p>	
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct.</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p>	<p>Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they undertake all trainees are expected to demonstrate high professional standards from the outset. For that reason the standards in Part two are not graded.</p> <p>All trainees to be awarded QTS will have demonstrated high standards of professional behavior and that:</p>
<p>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 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 	<p>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils.</p> <p>They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions.</p> <p>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.</p>
<p>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</p>	<p>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.</p>
<p>Teachers must have an understanding of, and always act within, statutory frameworks which set out their professional duties and responsibilities.</p>	<p>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 English legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document.</p>
<p>All trainees at The University of Chichester are expected to demonstrate these criteria throughout their programme. These criteria underpin all standards.</p>	<p>Examples of Evidence</p> <p>Observations by other colleagues of personal and professional conduct Discussions with colleagues re school policies, statutory documents Attendance at school training sessions - safe guarding, diversity, etc Form tutor/class teacher role</p>