Professional Development Profile

SE3 Teacher’s Standards

2012-13

Name: ____________________________
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Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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:
  o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
  o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
  o showing tolerance of and respect for the rights of others
  o 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
  o ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
Introduction

Trainee teachers in conjunction with teacher and tutor support use the Professional Development Profile (PDP) in school. The PDP is an essential document by which your achievement is recorded. It should always be kept in school.

The profile is based on the Department of Education Teachers’ Standards (DfE, 2012). The Teachers’ Standards are set out under the following headings:

1. Set high expectations which inspire, motivate and challenge pupils (1A – 1C)

2. Promote good progress and outcomes by pupils (2A – 2E)

3. Demonstrate good subject and curriculum knowledge (3A – 3E)

4. Plan and teach well structured lessons (4A – 4E)

5. Adapt teaching to respond to the strengths and needs of all pupils (5A – 5D)

6. Make accurate and productive use of assessment (6A – 6D)

7. Manage behaviour effectively to ensure a good and safe learning environment (7A – 7D)

8. Fulfil wider professional responsibilities (8A – 8E)

Assessment of the trainee teacher’s knowledge and understanding is undertaken principally through subject profiles linked to taught University sessions and school-based tasks. Evidence of Maths, English, Science and ICT teaching needs to be included in the PDP.
Using the PDP

The PDP is a way of recording your achievement against national Professional Standards. These are the Standards that you have to achieve before you can be recommended for Qualified Teacher Status.

The PDP is not a diary; it is an opportunity for you to reflect on your experiences and establish what you have learned from them. The more that you do it, the more that it becomes straightforward to complete and will help you to gain depth and purpose to your evaluations.

You are responsible for the completion of your PDP. You are expected to complete it regularly and to gather evidence of your achievements, in addition to your written commentary. This evidence should be placed behind the relevant Standard and annotated where necessary. Examples of this can be found in the separate appendix booklet. You should invite your mentor to comment in it, give feedback on entries and evidence and offer advice on your teaching, planning and reflections at least once a week.

The PDP will also be needed at weekly review meetings to help both you and your mentor to summarise achievements and to set agreed targets for the following week. Weekly targets should be explicitly related to the Teachers’ Standards and lesson observations should be completed using the University’s observation forms. These observation forms are specifically related to the Teachers’ Standards and to the grading in the PDP. Examples of weekly reviews and lesson observations can also be found in the School Experience Handbook Appendix.

The grades are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Higher</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Pass</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Targeted Support 1 (Fail in some areas)</td>
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<tr>
<td>Grade 5</td>
<td>Targeted Support 2 (Fail)</td>
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In order to pass the School Experience, you must gain a Grade 3 (Pass) or above in all eight sections of the Standards and complete your PDP for every assessed School Experience. If you are graded as ‘good’ at the end of the programme of ITE you must have reached all Teachers’ Standards at least at a pass level and demonstrate elements of ‘good’ practice. In order to be graded at a ‘higher’ level, you may have additionally exhibited best practice at the higher level. A best-fit model is employed when grading your practice.
### Teachers’ Standards for Final Practice

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>1 Set high expectations which inspire, motivate and challenge pupils</strong></td>
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<tr>
<td>1A</td>
<td>Establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
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<tr>
<td>1B</td>
<td>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
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<tr>
<td>1C</td>
<td>Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils</td>
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<tr>
<td><strong>2 Promote good progress and outcomes by pupils</strong></td>
<td></td>
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<tr>
<td>2A</td>
<td>Be accountable for attainment, progress and outcomes of the pupils</td>
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<tr>
<td>2B</td>
<td>Plan teaching to build on pupils’ capabilities and prior knowledge</td>
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<tr>
<td>2C</td>
<td>Guide pupils to reflect on the progress they have made and their emerging needs</td>
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<tr>
<td>2D</td>
<td>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</td>
</tr>
<tr>
<td>2E</td>
<td>Encourage pupils to take a responsible and conscientious attitude to their own work and study</td>
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<tr>
<td><strong>3 Demonstrate good subject and curriculum knowledge</strong></td>
<td></td>
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<tr>
<td>3A</td>
<td>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings</td>
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<tr>
<td>3B</td>
<td>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</td>
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<td>3C</td>
<td>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</td>
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<tr>
<td>3D</td>
<td>Demonstrate a clear understanding of systematic synthetic phonics</td>
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<tr>
<td>3E</td>
<td>Demonstrate a clear understanding of appropriate teaching strategies in early mathematics</td>
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<tr>
<td><strong>4 Plan and teach well structured lessons</strong></td>
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<td>4A</td>
<td>Impart knowledge and develop understanding through effective use of lesson time</td>
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<tr>
<td>4B</td>
<td>Promote a love of learning and children’s intellectual curiosity</td>
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<tr>
<td>4C</td>
<td>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</td>
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<td>4D</td>
<td>Reflect systematically on the effectiveness of lessons and approaches to teaching</td>
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<td>4E</td>
<td>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</td>
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<td><strong>5 Adapt teaching to respond to the strengths and needs of all pupils</strong></td>
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<td>5A</td>
<td>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
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<td>5B</td>
<td>Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</td>
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<tr>
<td>5C</td>
<td>Demonstrate an awareness of the physical, social and intellectual development of children,</td>
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and know how to adapt teaching to support pupils’ education at different stages of development

5D Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

6A Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

6B Make use of formative and summative assessment to secure pupils’ progress

6C Use relevant data to monitor progress, set targets, and plan subsequent lessons

6D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

7A 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

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7C Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

8A Make a positive contribution to the wider life and ethos of the school

8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8C Deploy support staff effectively

8D Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

8E Communicate effectively with parents with regard to pupils’ achievements and well-being
1. Set high expectations which inspire, motivate and challenge pupils

Those recommended for the award of QTS should:

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect
1B Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1C Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils

Set high expectations which inspire, motivate and challenge pupils

In the current context, additionally the higher trainee (1):

- constantly encourages pupils to participate and contribute in an atmosphere highly conducive to learning;
- consistently has high expectations of pupils in different training contexts;
- has high levels of mutual respect between themselves (the trainee) and the pupils;
- is very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities;
- generates high levels of enthusiasm, participation and commitment to learning.

The good trainee (2):

- is reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- sets high expectations of pupils in their different training contexts;
- consistently demonstrate professional behaviour;
- 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.

The pass trainee (3):

- is able to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- is able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning;
- demonstrate an understanding of how to set appropriately high expectations, believing that all pupils have the potential to make progress;
- 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.

The trainee who has been given Targeted Support 1 (4):

- is inconsistent in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- makes little effort to develop a rapport with a range of individuals and groups. As a consequence of this few pupils are engaged in their learning;
- does not adequately demonstrate an understanding of how to set appropriately high expectations, in order for pupils to make progress;
- makes little effort to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- shows little evidence of enthusiasm for working with children and young people and for teaching and learning.
Set high expectations which inspire, motivate and challenge pupils

The trainee who has been given **Targeted Support 2** (5):
- fails to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- fails to develop a rapport with a range of individuals and groups. As a consequence of this pupils are disengaged in their learning;
- fails to demonstrate an understanding of how to set appropriately high expectations, therefore pupils do not make progress;
- fails to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- fails to demonstrate enthusiasm for working with children and young people and for teaching and learning.
Set high expectations which inspire, motivate and challenge pupils

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect

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**What did I do and what did I learn from this?**

**Evidence provided to support reflection:**
Set high expectations which inspire, motivate and challenge pupils

1B   Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

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*What did I do and what did I learn from this?*

Evidence provided to support reflection:
Set high expectations which inspire, motivate and challenge pupils

1C  Demonstrate consistently the positive attitudes, values and behaviour that are expected of pupils

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<td>What did I do and what did I learn from this?</td>
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Evidence provided to support reflection:
2 Promote good progress and outcomes

Those recommended for the award of QTS should:

2A Be accountable for attainment, progress and outcomes of the pupils
2B Plan teaching to build on pupils’ capabilities and prior knowledge
2C Guide pupils to reflect on the progress they have made and their emerging needs
2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2E Encourage pupils to take a responsible and conscientious attitude to their own work and study

Promote good progress and outcomes

In the current context, additionally the higher trainee (1):
- assumes a high level of responsibility for the attainment progress and outcomes of the pupils they teach;
- demonstrates confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement;
- actively promotes engaging and effective methods that support pupils in reflecting on their learning;
- sets appropriately challenging tasks, drawing on a secure knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment;
- regularly creates opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.

The good trainee (2):
- assumes responsibility for the attainment, progress and outcomes of the pupils they teach;
- demonstrates a sound understanding of the need to develop pupil learning over time;
- through their short and medium term planning which consistently takes into account the prior learning of the pupils;
- regularly provides 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;
- use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.

The pass trainee (3):
- understands 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.
- through their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement.
- supports pupils in reflecting on their learning and identifying their progress and emerging learning needs.
- when planning lessons devise suitable opportunities for learners to evaluate and improve their performance.
- are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are able to implement this into their practice.
- plan teaching and learning activities which encourage independent and autonomous learning. As a result all groups of pupils make at least satisfactory progress.
Promote good progress and outcomes

The trainee who has been given **Targeted Support 1 (4):**
- has limited understanding of how teachers are accountable for the attainment, progress and outcomes of pupils and has taken little responsibility for this following guidance from the usual class teacher or other professional;
- through their short and medium term planning and teaching demonstrate limited understanding of, and provision for, pupil progression and is inconsistent in taking into account prior achievement;
- inconsistently supports pupils in reflecting on their learning and identifying their progress and emerging learning needs.
- when planning lessons may not devise suitable opportunities for learners to evaluate and improve their performance.
- is seldom able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are unable to implement this into their practice.
- may not effectively plan teaching and learning activities which encourage independent and autonomous learning. As a consequence not all groups of pupils make at least satisfactory progress.

The trainee who has been given **Targeted Support 2 (5):**
- has poor understanding of how teachers are accountable for the attainment, progress and outcomes of pupils and has taken no responsibility for this following high levels of guidance from the usual class teacher or other professional;
- through their short and medium term planning and teaching demonstrate poor understanding of, and provision for, pupil progression that fails to take into account prior achievement;
- fails to support pupils in reflecting on their learning and identifying their progress and emerging learning needs.
- when planning lessons does not devise suitable opportunities for learners to evaluate and improve their performance.
- is unable to explain how effective teaching strategies are informed by an understanding of how pupils learn and cannot implement this into their practice;
- does not plan teaching and learning activities which encourage independent and autonomous learning. As a consequence pupils do not make at least satisfactory progress.
Promote good progress and outcomes

2A  Be accountable for attainment, progress and outcomes of the pupils

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<td>What did I do and what did I learn from this?</td>
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Evidence provided to support reflection:
Promote good progress and outcomes

2B Plan teaching to build on pupils’ capabilities and prior knowledge

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**Evidence provided to support reflection:**
Promote good progress and outcomes

2C  Guide pupils to reflect on the progress they have made and their emerging needs

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What did I do and what did I learn from this?

Evidence provided to support reflection:
**Promote good progress and outcomes**

*2D* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

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Evidence provided to support reflection:
Promote good progress and outcomes

2E Encourage pupils to take a responsible and conscientious attitude to their own work and study

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Evidence provided to support reflection:
3 Demonstrate good subject and curriculum knowledge

Those recommended for the award of QTS should:

3A Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
3B Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3C 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
3D Demonstrate a clear understanding of systematic synthetic phonics
3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

Demonstrate good subject and curriculum knowledge

In the current context, additionally the higher trainee (1):

- draws on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest;
- demonstrates very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning;
- is 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;
- models 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;
- (In relation to early reading) draws 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) draws 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.

The good trainee (2):

- has 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;
- makes 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;
- is 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;
- models good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons.
- (In relation to early reading) has 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)** has 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.

**Demonstrate good subject and curriculum knowledge**

The **pass** trainee (3):

- has 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;
- knows 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’ common misconceptions;
- is 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 develop knowledge, understanding and skills in the subject;
- recognises 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;
- demonstrates an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.

• **(In relation to early reading)** demonstrates sufficient knowledge and understanding of 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.

• **(In relation to early mathematics)** knows and understands 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.

The trainee who has been given **Targeted Support 1** (4):

- has insufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- has limited understanding of 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’ common misconceptions;
- is weak in their responses to subject specific questions which learners ask and their use of subject specific language is often inaccurate and inconsistent which limits learners developing knowledge, understanding and skills in the subject;
- is weak in recognising the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown limited ability and readiness to do so;
- demonstrates insufficient understanding of the need to promote high standards of communication, reading and writing for all learners and inconsistently builds this into lessons;

• **(In relation to early reading)** demonstrates limited knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.

• **(In relation to early mathematics)** has limited knowledge and understanding of the principles and practices of teaching and assessing early mathematics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.
Demonstrate good subject and curriculum knowledge

The trainee who has been given **Targeted Support 2** (5):

- has poor knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- has a lack of understanding of 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’ common misconceptions;
- fails to respond appropriately to subject specific questions which learners ask and their use of subject specific language is poor which prevents learners developing knowledge, understanding and skills in the subject;
- fails to recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown a lack of ability and readiness to do so;
- demonstrates inadequate understanding of the need to promote high standards of communication, reading and writing for all learners and seldom builds this into lessons.
- **(In relation to early reading)** demonstrates poor knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and fails to apply this effectively across the specific age phases they are training to teach.
- **(In relation to early mathematics)** fails to know and understand the principles and practices of teaching and assessing early mathematics, and fails to apply this effectively across the specific age phases they are training to teach.
Demonstrate good subject and curriculum knowledge

3A Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Demonstrate good subject and curriculum knowledge

3B Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

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_Evidence provided to support reflection:_

**What did I do and what did I learn from this?**
Demonstrate good subject and curriculum knowledge

3C 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

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Evidence provided to support reflection:
Demonstrate good subject and curriculum knowledge

3D Demonstrate a clear understanding of systematic synthetic phonics

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Evidence provided to support reflection:
## Demonstrate good subject and curriculum knowledge

### 3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

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_Evidence provided to support reflection:_

What did I do and what did I learn from this?
4 Plan and teach well structured lessons

Those recommended for the award of QTS should:

4A Impart knowledge and develop understanding through effective use of lesson time
4B Promote a love of learning and children’s intellectual curiosity
4C Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4D Reflect systematically on the effectiveness of lessons and approaches to teaching
4E Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Plan and teach well-structured lessons

In the current context, additionally the higher trainee (1):
- plans lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests;
- is highly reflective in critically evaluating their practice;
- accurately judges the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning;
- shows initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.

The good trainee (2):
- demonstrates a willingness to try out a range of approaches to teaching and learning;
- plans 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;
- understands how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks;
- knows 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;
- makes a positive contribution to the development of curriculum and resources in their placement settings.

The pass trainee (3):
- employs a range of teaching strategies and resources;
- plans individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- when teaching maintains 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;
- can create an environment in which the learners are usually engaged;
- understands how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks;
- reviews and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning;
- works collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop the school’s medium term plans, schemes of work, curriculum frameworks etc.
Plan and teach well-structured lessons

The trainee who has been given **Targeted Support 1** (4):
- shows a limited use of teaching strategies and resources;
- is inconsistent in planning individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- needs to develop strategies when teaching to maintain the pace of the learning, may not respond flexibly to what is happening in the classroom and seldom has the confidence to adapt their teaching in order to respond to the needs of the learners;
- is inconsistent in creating an environment in which learners are often engaged;
- has a limited understanding of how homework or other out of class work can sustain learners’ progress and consolidate learning and seldom designs and set appropriate tasks;
- may not review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning;
- makes little attempt to 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.

The trainee who has been given **Targeted Support 2** (5):
- is unable to use a range of teaching strategies and resources;
- does not effectively plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- shows a lack of strategies when teaching to maintain the pace of the learning, fails to respond flexibly to what is happening in the classroom and lacks the confidence to adapt their teaching in order to respond to the needs of the learners;
- fails to create an environment in which learners are engaged;
- has no consideration of how homework or other out of class work can sustain learners’ progress and consolidate learning and fails to design and set appropriate tasks;
- fails 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;
- makes insufficient attempts to 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.
Plan and teach well-structured lessons

4A  Impart knowledge and develop understanding through effective use of lesson time

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Plan and teach well-structured lessons

4B Promote a love of learning and children’s intellectual curiosity

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Plan and teach well-structured lessons

4C Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

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Evidence provided to support reflection:
Plan and teach well-structured lessons

4D Reflect systematically on the effectiveness of lessons and approaches to teaching

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Evidence provided to support reflection:
Plan and teach well-structured lessons

4E Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

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Evidence provided to support reflection:
5 Adapt teaching to respond to the strengths and needs of all pupils

Those recommended for the award of QTS should:

5A Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5B Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
5C 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
5D 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

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

In the current context, additionally the higher trainee (1):

- will 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;
- has an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.

The good trainee (2):

- consistently adapts 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;
- has a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils;
- clearly recognises how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.

The pass trainee (3):

- knows 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;
- shows 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;
- is 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;
- has 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.
Adapt teaching to respond to the strengths and needs of all pupils

The trainee who has been given **Targeted Support 1 (4):**

- does not know the pupils well enough to recognise the different needs and strengths of individuals and groups and finds it difficult to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential;
- has limited awareness of how children and young people develop and takes inconsistent account of this in their teaching. They have insufficient understanding of the challenges and opportunities of teaching in a diverse society;
- shows little awareness of a range of factors that are potential barriers to achievement and has a limited understanding of how experienced teachers use a range of strategies to reduce these barriers. They occasionally deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate;
- has a limited understanding of the needs of pupils and finds it difficult 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 seldom use these successfully and inconsistently evaluate the impact of the adaptations if employed, on the progress of individual learners.

The trainee who has been given **Targeted Support 2 (5):**

- has poor knowledge of the pupils to recognise the different needs and strengths of individuals and groups and fails to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential;
- fails to show awareness of how children and young people develop and fails to takes account of this in their teaching. They have a poor understanding of the challenges and opportunities of teaching in a diverse society;
- fails to show awareness of a range of factors that are potential barriers to achievement and has a poor understanding of how experienced teachers use a range of strategies to reduce these barriers. They are unable to deploy these strategies themselves, even whilst working alongside experienced teachers and support staff as appropriate;
- fails to understand the needs of pupils and is unable 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 fail to use these successfully and are unable to evaluate the impact of the adaptations if employed, on the progress of individual learners.
Adapt teaching to respond to the strengths and needs of all pupils

5A  Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

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Evidence provided to support reflection:
Adapt teaching to respond to the strengths and needs of all pupils

5B Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

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Evidence provided to support reflection:
Adapt teaching to respond to the strengths and needs of all pupils

5C 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

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**Evidence provided to support reflection:**
Adapt teaching to respond to the strengths and needs of all pupils

5D 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.

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What did I do and what did I learn from this?

Evidence provided to support reflection:
6 Make accurate and productive use of assessment

Those recommended for the award of QTS should:

6A Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6B Make use of formative and summative assessment to secure pupils' progress
6C Use relevant data to monitor progress, set targets, and plan subsequent lessons
6D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Make accurate and productive use of assessment

In the current context, additionally the higher trainee (1):
- can confidently and accurately assess pupils’ attainment against national benchmarks;
- uses a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning;
- 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;
- assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress.

The good trainee (2):
- is able to assess pupils’ attainment accurately against national benchmarks;
- employs a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses;
- maintains accurate records of pupils’ progress and use these to set appropriately challenging targets;
- assesses 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.

The pass trainee (3):
- has 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;
- has planning that 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;
- understands how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach;
- with guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups;
- mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.
Make accurate and productive use of assessment

The trainee who has been given **Targeted Support 1 (4):**
- has a weak understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are inconsistent in make accurate assessments against national benchmarks;
- seldom makes use of a range of formative and summative assessment strategies when planning and designing to support pupils in making progress. They make limited and ineffective use of 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;
- has insufficient understanding of how school and pupil level summative data is used to set targets for groups and individuals and makes inconsistent use of that knowledge to monitor progress in the groups they teach;
- with guidance from experienced teachers, pupil progress is monitored inconsistently and records with the setting of new targets for individuals and groups are seldom kept;
- has a limited understanding of how to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

The trainee who has been given **Targeted Support 2 (5):**
- has a poor understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are fail to make accurate assessments against national benchmarks;
- fails to make use of a range of formative and summative assessment strategies when planning and designing to support pupils in making progress. They fail to use these strategies in lessons, either to evaluate the impact of teaching on the progress of learners or as a basis for modifying their teaching and classroom practice when necessary;
- has a poor understanding of how school and pupil level summative data is used to set targets for groups and individuals and fails to make use of that knowledge to monitor progress in the groups they teach;
- with guidance from experienced teachers, pupil progress is monitored inconsistently and records with the setting of new targets for individuals and groups are seldom kept;
- with guidance from experienced teachers, they fail to monitor pupil progress, maintain accurate records and set new targets for individuals and groups;
- fails to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.
Make accurate and productive use of assessment

6A Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

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Evidence provided to support reflection:
Make accurate and productive use of assessment

6B  Make use of formative and summative assessment to secure pupils’ progress

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Evidence provided to support reflection:
Make accurate and productive use of assessment

6C Use relevant data to monitor progress, set targets, and plan subsequent lessons

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Evidence provided to support reflection:
Make accurate and productive use of assessment

6D Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

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Evidence provided to support reflection:
7 Manage behaviour effectively to ensure a good and safe learning environment

Those recommended for the award of QTS should:

7A 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

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7C Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment

In the current context, additionally the higher trainee (1):
- rapidly adapts 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;
- 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;
- manages pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation;
- actively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

The good trainee (2):
- works within the school’s framework for behaviour and apply rules and routines consistently and fairly;
- 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;
- manages 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;
- actively seeks additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

The pass trainee (3):
- works within the school's framework for behaviour and can apply rules and routines consistently and fairly;
- shows 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;
- has 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;
• understands when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated;
• recognises that planning appropriate lessons which challenge learners, teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management;
• understands that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Manage behaviour effectively to ensure a good and safe learning environment

The trainee who has been given **Targeted Support 1 (4)**:
• demonstrates little evidence of working within the school’s framework for behaviour and applies rules and routines inconsistently and unfairly;
• has insufficient understanding of how barriers to learning can impact on pupil behaviour and are unable to apply strategies to address these, working alongside experienced teachers and support staff as appropriate;
• is not able to set high expectations and has limited understanding of the range of strategies that experienced teachers use to promote positive behaviour. They are therefore unable 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;
• shows little understanding of when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated;
• infrequently recognises that planning appropriate lessons which challenge learners, has limited understanding that teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management;
• has insufficient understanding that behaviour management is context-dependent and may not articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

The trainee who has been given **Targeted Support 2 (5)**:
• fails to work within the school’s framework for behaviour and does not apply rules and routines consistently and fairly;
• has a poor understanding of how barriers to learning can impact on pupil behaviour and fails to apply strategies to address these, even when working alongside experienced teachers and support staff as appropriate;
• fails to set high expectations and lacks awareness of the range of strategies that experienced teachers use to promote positive behaviour. They fail 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;
• fails to understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated;
• fails to recognise that planning appropriate lessons which challenge learners, has poor understanding that teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management;
• fails to understand that behaviour management is context-dependent and unable to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.
Manage behaviour effectively to ensure a good and safe learning environment

7A 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

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

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Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7C Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7D Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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Evidence provided to support reflection:
8 Fulfil wider responsibilities

Those recommended for the award of QTS should:

8A Make a positive contribution to the wider life and ethos of the school
8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8C Deploy support staff effectively
8D Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
8E Communicate effectively with parents with regard to pupils’ achievements and well-being

Fulfil wider responsibilities

In the current context, additionally the higher trainee (1):

- is pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school;
- builds strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis;
- takes responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs;
- deliberately seeks out opportunities to develop their own professional learning and respond positively to all the feedback they receive;
- communicates 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 proactive in communicating in relation to individual pupils’ emergent needs.

The good trainee (2):

- is pro-active in seeking out opportunities to contribute to the wider life and ethos of the school;
- is effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so;
- takes responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils individual needs;
- is 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;
- communicates 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.
Fulfil wider responsibilities

The **pass** trainee (3):
- understands and is able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways;
- can build effective professional relationships with various colleagues and have the skills required to work collaboratively;
- communicates 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;
- understands when to ask for information and advice from specialist staff about individual pupils with specific needs.
- seeks out and is responsive to advice from more experienced colleagues;
- in evaluating their own practice are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets;
- recognises the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being;
- communicates 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.

The trainee who has been given **Targeted Support 1** (4):
- has limited understanding of how to support the ethos of the school and shows little inclination in contributing to the wider life of the school;
- needs to build effective professional relationships with various colleagues and develop the skills required to work collaboratively;
- makes little attempt to 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;
- shows little understanding of when to ask for information and advice from specialist staff about individual pupils with specific needs.
- makes little effort to seek out and be responsive to advice from more experienced colleagues;
- in evaluating their own practice has to be strongly supported to identify subsequent or ongoing personal professional development targets and opportunities to address and meet these targets;
- demonstrates little recognition of the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being;
- communicates ineffectively, including at parents’ evenings and through written reports. Displays limited understanding of the need to communicate at other points in response to individual pupils’ emergent needs.
The trainee who has been given **Targeted Support 2 (5):**

- fails to understand how to support the ethos of the school and to contribute to the wider life of the school;
- fails to build professional relationships with various colleagues and the skills required to work collaboratively;
- fails to communicate with and direct any support staff in their lessons;
- fails to understand when to ask for information and advice from specialist staff about individual pupils with specific needs;
- fails to seek out and be responsive to advice from more experienced colleagues;
- in evaluating their own practice fails to identify subsequent or ongoing personal professional development targets and opportunities to address and meet these targets;
- fails to recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being;
- has poor communication both verbally and in writing. Fails to understand the need to communicate at other points in response to individual pupils’ emergent needs.
Fulfil wider responsibilities

8A   Make a positive contribution to the wider life and ethos of the school

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_Evidence provided to support reflection:_

Date

Reflection by student

Feedback by teacher/mentor

What did I do and what did I learn from this?
Fulfil wider responsibilities

8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

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Feedback by teacher/mentor

Evidence provided to support reflection:
Fulfil wider responsibilities

8C  Deploy support staff effectively

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Fulfil wider responsibilities

8D Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

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What did I do and what did I learn from this?

Evidence provided to support reflection:
Fulfil wider responsibilities

8E Communicate effectively with parents with regard to pupils’ achievements and well-being

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Evidence provided to support reflection:
PEN PORTRAITS

Higher/Good/Pass
Targeted Support 1 & 2
The ‘higher’ trainee (1):

Those trainees graded as ‘higher’ at the end of the programme of ITE will have meet the Teachers’ Standards at a passing/good level and may have additionally demonstrated that:

Standard 1
- They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning.
- They consistently have 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.

Standard 2
- 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 and 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 secure 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.

Standard 3
- 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 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. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing.
- **In relation to early reading** they 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** they 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.

Standard 4
- 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.
Standard 5
- 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 terms of impact on learning and engagement of learners.

Standard 6
- 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.

Standard 7
- 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 cooperation.
- They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

Standard 8
- They are pro-active 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, both when required to do so formally and are proactive in communicating in relation to individual pupils’ emergent needs.
The ‘good’ trainee (2)

Those trainees graded as ‘good’ at the end of the programme of ITE will have meet the Teachers’ Standards at a passing level and may have additionally demonstrated that:

Standard 1
- They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.
- They set high expectations of pupils in their different training contexts.
- They consistently demonstrate professional behaviour.
- 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.

Standard 2
- 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 and they set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.

Standard 3
- 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.
- In relation to early reading: They will have 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: They will 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.

Standard 4
- They demonstrate 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 understand how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks.
- 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.
Standard 5
- 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.

Standard 6
- 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.

Standard 7
- 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.

Standard 8
- They are pro-active 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 pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.
- They 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.
The ‘passing’ trainee (3):

All trainees recommended for the award of QTS must meet all of the standards at least at this level. Those trainees graded as a ‘pass’ by the end of their programme of ITE and being recommended for QTS will have demonstrated that:

Standard 1
- They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning.
- 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 demonstrate an understanding of how to set appropriately high expectations, believing that all pupils have the potential to make progress.
- They 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.

Standard 2
- 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 in the majority of cases they are able to implement this into their practice.
- They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

Standard 3
- 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 terms of the development of key concepts and of learners’ common misconceptions.
- 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 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.

In relation to early reading: They will demonstrate sufficient knowledge and understanding of 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.

In relation to early mathematics: They 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.
Standard 4
- 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, curriculum frameworks etc.

Standard 5
- 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 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 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 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.

Standard 6
- 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 is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach.
- With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups.
- They mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.

Standard 7
- They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly.
- 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 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 which 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 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.

Standard 8

- 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 ongoing 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.
The ‘Targeted Support 1’ trainee (4):
Those trainees graded as ‘targeted support 1’ will not have consistently met all the standards by the end of their programme of ITE and therefore cannot be recommended for QTS. They will have demonstrated that:

Standard 1
- They are inconsistent in encouraging pupils to participate and contribute in an atmosphere conducive to learning;
- They make little effort to develop a rapport with a range of individuals and groups. As a consequence of this few pupils are engaged in their learning;
- They do not adequately demonstrate an understanding of how to set appropriately high expectations, in order for pupils to make progress;
- They make little effort to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- They show little evidence of enthusiasm for working with children and young people and for teaching and learning.

Standard 2
- They have limited understanding of how teachers are accountable for the attainment, progress and outcomes of pupils and has taken little responsibility for this following guidance from the usual class teacher or other professional;
- Their short and medium term planning and teaching demonstrate limited understanding of, and provision for, pupil progression and is inconsistent in taking into account prior achievement;
- They inconsistently support pupils in reflecting on their learning and identifying their progress and emerging learning needs.
- When planning lessons may not devise suitable opportunities for learners to evaluate and improve their performance.
- They are seldom able to explain how effective teaching strategies are informed by an understanding of how pupils learn and in the majority of cases they are unable to implement this into their practice.
- They may not effectively plan teaching and learning activities that encourage independent and autonomous learning. As a consequence not all groups of pupils make at least satisfactory progress.

Standard 3
- They have insufficient 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 have limited understanding of 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’ common misconceptions;
- They are weak in their responses to subject specific questions which learners ask and their use of subject specific language is often inaccurate and inconsistent which limits learners developing knowledge, understanding and skills in the subject;
- They are weak in recognising the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown limited ability and readiness to do so;
- They demonstrate insufficient understanding of the need to promote high standards of communication, reading and writing for all learners and inconsistently builds this into lessons;
- (In relation to early reading) They demonstrate limited knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.
- (In relation to early mathematics) They have limited knowledge and understanding of the principles and practices of teaching and assessing early mathematics, and is inconsistent in applying this effectively across the specific age phases they are training to teach.

School Experience – Full Teacher’s Standard
Standard 4
- They show a limited use of teaching strategies and resources;
- They are inconsistent in planning individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- They need to develop strategies when teaching to maintain the pace of the learning, may not respond flexibly to what is happening in the classroom and seldom has the confidence to adapt their teaching in order to respond to the needs of the learners;
- They are inconsistent in creating an environment in which learners are often engaged;
- They have a limited understanding of how homework or other out of class work can sustain learners’ progress and consolidate learning and seldom designs and set appropriate tasks;
- They may not 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 make little attempt to 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.

Standard 5
- They do not know the pupils well enough to recognise the different needs and strengths of individuals and groups and finds it difficult to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential;
- They have limited awareness of how children and young people develop and take inconsistent account of this in their teaching. They have insufficient understanding of the challenges and opportunities of teaching in a diverse society;
- They show little awareness of a range of factors that are potential barriers to achievement and have a limited understanding of how experienced teachers use a range of strategies to reduce these barriers. They occasionally deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate;
- They have a limited understanding of the needs of pupils and finds it difficult 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 seldom use these successfully and inconsistently evaluate the impact of the adaptations if employed, on the progress of individual learners.

Standard 6
- They have a weak understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are inconsistent in make accurate assessments against national benchmarks;
- They seldom make use of a range of formative and summative assessment strategies when planning and designing to support pupils in making progress. They make limited and ineffective use of 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;
- They have insufficient understanding of how school and pupil level summative data is used to set targets for groups and individuals and makes inconsistent use of that knowledge to monitor progress in the groups they teach;
- With guidance from experienced teachers, pupil progress is monitored inconsistently and records with the setting of new targets for individuals and groups are seldom kept;
- They have a limited understanding of how to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.
Standard 7

- They demonstrate little evidence of working within the school’s framework for behaviour and applies rules and routines inconsistently and unfairly;
- They have insufficient understanding of how barriers to learning can impact on pupil behaviour and are unable to apply strategies to address these, working alongside experienced teachers and support staff as appropriate;
- They are not able to set high expectations and has limited understanding of the range of strategies that experienced teachers use to promote positive behaviour. They are therefore unable 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 show little understanding of when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated;
- They infrequently recognises that planning appropriate lessons which challenge learners, has limited understanding that teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management;
- They have insufficient understanding that behaviour management is context-dependent and may not articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Standard 8

- They have limited understanding of how to support the ethos of the school and shows little inclination in contributing to the wider life of the school;
- They need to build effective professional relationships with various colleagues and develop the skills required to work collaboratively;
- They make little attempt to 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 show little understanding of when to ask for information and advice from specialist staff about individual pupils with specific needs.
- They make little effort to seek out and be responsive to advice from more experienced colleagues;
- In evaluating their own practice they have to be strongly supported to identify subsequent or ongoing personal professional development targets and opportunities to address and meet these targets;
- They demonstrate little recognition of the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being;
- They communicate ineffectively, including at parents’ evenings and through written reports. Displays limited understanding of the need to communicate at other points in response to individual pupils’ emergent needs.
The ‘Targeted Support 2’ trainee (5):

Those trainees graded as ‘targeted support 2’ will have failed to meet all the standards to at least the passing level by the end of their programme of ITE and therefore cannot be recommended for QTS. They will have demonstrated that:

Standard 1
- They fail to encourage pupils to participate and contribute in an atmosphere conducive to learning;
- They fail to develop a rapport with a range of individuals and groups. As a consequence of this pupils are disengaged in their learning;
- They fail to demonstrate an understanding of how to set appropriately high expectations, therefore pupils do to make progress;
- They fail to demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school;
- They fail to demonstrate enthusiasm for working with children and young people and for teaching and learning.

Standard 2
- They have poor understanding of how teachers are accountable for the attainment, progress and outcomes of pupils and have taken no responsibility for this following high levels of guidance from the usual class teacher or other professional;
- Through their short and medium term planning and teaching they demonstrate poor understanding of, and provision for, pupil progression that fails to take into account prior achievement;
- They fail to support pupils in reflecting on their learning and identifying their progress and emerging learning needs;
- When planning lessons they do not devise suitable opportunities for learners to evaluate and improve their performance;
- They are unable to explain how effective teaching strategies are informed by an understanding of how pupils learn and cannot implement this into their practice;
- They do not plan teaching and learning activities that encourage independent and autonomous learning. As a consequence pupils do not make at least satisfactory progress.

Standard 3
- They have poor knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach;
- They have a lack of understanding of 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’ common misconceptions;
- They fail to respond appropriately to subject specific questions which learners ask and their use of subject specific language is poor which prevents learners developing knowledge, understanding and skills in the subject;
- They fail to recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown a lack of ability and readiness to do so;
- They demonstrate inadequate understanding of the need to promote high standards of communication, reading and writing for all learners and seldom build this into lessons.
- **(In relation to early reading)** They demonstrate poor knowledge and understanding of principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and fail to apply this effectively across the specific age phases they are training to teach.
- **(In relation to early mathematics)** They fail to know and understand the principles and practices of teaching and assessing early mathematics, and fail to apply this effectively across the specific age phases they are training to teach.
Standard 4
- They are unable to use a range of teaching strategies and resources;
- They do not effectively plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes;
- They show a lack of strategies when teaching to maintain the pace of the learning, fail to respond flexibly to what is happening in the classroom and lack the confidence to adapt their teaching in order to respond to the needs of the learners;
- They fail to create an environment in which learners are engaged;
- They have no consideration of how homework or other out of class work can sustain learners’ progress and consolidate learning and fail to design and set appropriate tasks;
- They fail 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;
- They make insufficient attempts to 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.

Standard 5
- They have poor knowledge of the pupils to recognise the different needs and strengths of individuals and groups and fail to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential;
- They fail to show awareness of how children and young people develop and fail to take account of this in their teaching. They have a poor understanding of the challenges and opportunities of teaching in a diverse society;
- They fail to show awareness of a range of factors that are potential barriers to achievement and have a poor understanding of how experienced teachers use a range of strategies to reduce these barriers. They are unable to deploy these strategies themselves, even whilst working alongside experienced teachers and support staff as appropriate;
- They fail to understand the needs of pupils and are unable 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 fail to use these successfully and are unable to evaluate the impact of the adaptations if employed, on the progress of individual learners.

Standard 6
- They have a poor understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and fail to make accurate assessments against national benchmarks;
- They fail to make use of a range of formative and summative assessment strategies when planning and designing to support pupils in making progress. They fail to use these strategies in lessons, either to evaluate the impact of teaching on the progress of learners or as a basis for modifying their teaching and classroom practice when necessary;
- They have a poor understanding of how school and pupil level summative data is used to set targets for groups and individuals and fail to make use of that knowledge to monitor progress in the groups they teach;
- With guidance from experienced teachers, pupil progress is monitored inconsistently and records with the setting of new targets for individuals and groups are seldom kept;
- With guidance from experienced teachers, they fail to monitor pupil progress, maintain accurate records and set new targets for individuals and groups;
- They fail to mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.
Standard 7

- They fail to work within the school’s framework for behaviour and do not apply rules and routines consistently and fairly;
- They have a poor understanding of how barriers to learning can impact on pupil behaviour and fail to apply strategies to address these, even when working alongside experienced teachers and support staff as appropriate;
- They fail to set high expectations and lack awareness of the range of strategies that experienced teachers use to promote positive behaviour. They fail 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 fail to understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated;
- They fail to recognise that planning appropriate lessons which challenge learners, have poor understanding that teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management;
- They fail to understand that behaviour management is context-dependent and are unable to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Standard 8

- They fail to understand how to support the ethos of the school and to contribute to the wider life of the school;
- They fail to build professional relationships with various colleagues and the skills required to work collaboratively;
- They fail to communicate with and direct any support staff in their lessons;
- They fail to understand when to ask for information and advice from specialist staff about individual pupils with specific needs;
- They fail to seek out and be responsive to advice from more experienced colleagues;
- In evaluating their own practice they fail to identify subsequent or ongoing personal professional development targets and opportunities to address and meet these targets;
- They fail to recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being;
- They have poor communication both verbally and in writing. They fail to understand the need to communicate at other points in response to individual pupils’ emergent needs.
Set high expectations which inspire, motivate and challenge pupils

1A Establish a safe and stimulating environment for pupils, rooted in mutual respect

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.06.12</td>
<td>I have differentiated the lesson activity so all the children in the class fulfil their potential and finish the lesson feeling that they have done well with a degree of success.</td>
<td>Well done. Do you have a system for collecting evidence that shows children’s understanding? e.g. you could use a smiley face system or thumbs up/down to assess each section. How did you differentiate work?</td>
</tr>
<tr>
<td></td>
<td>Through a constructive question and answer session I have treated all children respectfully and developed a good relationship with them.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:
Set high expectations which inspire, motivate and challenge pupils

1C  Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.06.12</td>
<td>Use of children’s names and use of praise when observing good role models. Positive use of marking to individual targets and objectives. <em>(Cross-referenced to 6C &amp; 6D)</em></td>
<td>Good use of positive comments to start marking. Good uses of child speak targets for improvements next time.</td>
</tr>
<tr>
<td></td>
<td>I learnt from this that children are most motivated / focused when they are aware of reward systems e.g. Golden time.</td>
<td>I have noticed you using house points and incentive stickers and this definitely helps them respond positively to you and to others.</td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:
Promote good progress and outcomes by pupils

2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.07.12</td>
<td>At the end of the Science unit I assessed the children's learning in relation to the learning objectives and decided to amend my classroom practice to take on board the preferred learning strategies / styles of my children, to encourage personalised learning. More specifically a more visual style.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:
### Demonstrate good subject and curriculum knowledge

3E Demonstrate a clear understanding of appropriate teaching strategies in early mathematics

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
</table>
| 10.06.12 | *What did I do and what did I learn from this?*

I have used ITP in numeracy to model calculation to pupils and always include ICT in planning. I organised for groups to rotate using primary games to support the learning of time (differentiated ICT programs). I have tracked and developed graphs to demonstrate progression for my pupils. I used (ICT) program to assess understanding prior to teaching number.

Be more specific on which lessons – given examples / make reference to particular lesson plan / date.

You appear confident in your numeracy teaching and now need to consider literacy.

How are you planning to use this information?

#### Evidence provided to support reflection:

- planning – weekly
- pupils work
- data progress graphs and assessment docs.
Adapt teaching to respond to the strengths and needs of all pupils

5D 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>05.06.12</td>
<td><strong>I arranged a meeting with the school’s SENCO and she talked me through the identification of children with a specific learning disability and how the process of putting together an IEP for the children in my class and worked through them with her so I now know how to implement the strategies needed for personalised learning.</strong></td>
<td><strong>Useful to meet with SENCO and discuss identification and IEP’s.</strong>&lt;br&gt;<strong>You now need to provide evidence that specific children with SEN have been included in your planning.</strong>&lt;br&gt;<strong>You also now need to see other members of staff with specific responsibilities e.g. Co-ordinators, key roles, office staff, etc.</strong></td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:
Make accurate and productive use of assessment

6B  Make use of formative and summative assessment to secure pupils’ progress

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
</table>
| 14.06.12   | I marked a piece of literacy using success criteria. I was able to identify children who had not understood the task fully.  
From this I was able to adapt my planning for the next lesson to help me address misconception, and support those who had not understood the learning objectives. | - Well done, by monitoring closely you have gained a good grasp of where the children are, and you are using this effectively to inform future planning. How would you change this lesson next time to ensure those children who were struggling were able to achieve this objective? |
Make accurate and productive use of assessment

6C Use relevant data to monitor progress, set targets, and plan subsequent lessons

<table>
<thead>
<tr>
<th>Date</th>
<th>Reflection by student</th>
<th>Feedback by teacher/mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.07.12</td>
<td>I have used KS1 SATs results to monitor the children's progress during my teaching practice. Together with my teacher, we have set targets for a selection of children and I am tracking their progress against these targets each week.</td>
<td>Do not forget to ensure that they pupils are also aware of their targets to give them ownership of their learning.</td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>16.06.12</td>
<td>I’d noticed that X keeps calling out answers without putting his hand up. His answers are usually accurate / relevant, but this is preventing the other children from participating. I have given X a target card on his desk, but this hasn’t worked very well so far, but I will try it again next week, to see if this makes a difference. <em>(Cross-referenced to 7A, 7C &amp; 7D)</em></td>
<td>Well done for recognising that this needs some action. Can you think of any other strategies that would work? Could you plan for the TA to support him with the new strategy for the first few days.</td>
</tr>
</tbody>
</table>

Evidence provided to support reflection:

Copy of target card and successful use.
Manage behaviour effectively to ensure a good and safe learning environment

7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
</table>
| 12.07.12 | I carried out a PE lesson, using apparatus to teach gymnastics. Rules were clearly set out and the children's attention drawn to safety.  
- Expectations / outcomes.  
- Noise management.  
- Demonstrations of good practise.  
- Stopped children at regular intervals for appropriate teaching points.  
- I learnt to keep objectives clear and to make sure the children had a good understanding of what was expected. | You made the rules very clear at the outset and children listened well to safety aspects.  
These were clear in your plan and you followed it through.  
Some children were involved while others watched a demonstration in good practise and teaching points during the lesson.  
The children were always clear and showed a good understanding of what you expected of them. Self evaluation from the group showed this really well - |

Evidence provided to support reflection:
## Fulfil wider professional responsibilities

8B Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>14.06.12</td>
<td>Set meeting up with SENCO to discuss lack of progress being made by a SA + child. I learnt a range of strategies e.g. peer support, 1:1 support, resources to be used, relevant intervention programmes appropriate to age and ability to enhance my teaching and planning.</td>
<td>An appropriate move to make after having discussed the child with the class teacher. Your next challenge will be to communicate this effectively with the child and TA and parents as appropriate.</td>
</tr>
</tbody>
</table>

**Evidence provided to support reflection:**

In planning, evidence of child’s work in light of strategies, possible assessment evidence.
### Teachers’ Standards 2012 mapped against The Professional Standards for Teachers (QTS) 2007

<table>
<thead>
<tr>
<th>Teachers’ Standards 2012</th>
<th>QTS 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART ONE: TEACHING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A teacher must:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1 Set high expectations which inspire, motivate and challenge pupils</strong></td>
<td></td>
</tr>
<tr>
<td>- establish a safe and stimulating environment for pupils, rooted in mutual respect</td>
<td></td>
</tr>
<tr>
<td>- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
<td></td>
</tr>
<tr>
<td>- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td>
<td></td>
</tr>
<tr>
<td><strong>Those recommended for the award of QTS should:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relationships with children and young people</strong></td>
<td></td>
</tr>
<tr>
<td>Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</td>
<td></td>
</tr>
<tr>
<td>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning environment</strong></td>
<td></td>
</tr>
<tr>
<td>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.</td>
<td></td>
</tr>
<tr>
<td><strong>Pupil progress</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessing, monitoring and giving feedback</strong></td>
<td></td>
</tr>
<tr>
<td>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Reviewing teaching and learning</strong></td>
<td></td>
</tr>
<tr>
<td>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject and curriculum knowledge and pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subjects and curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.</td>
<td></td>
</tr>
<tr>
<td>Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for</td>
<td></td>
</tr>
</tbody>
</table>
- 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.

their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

**Literacy, numeracy and ICT**

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT). *(Nb. These are shortly to become entry tests for teacher training and the proposal is to limit candidates to two resits. The ICT test will be dropped. These changes will come into force from September 2012 for trainees who are starting training from September 2013).*

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

### Effective classroom practice

<table>
<thead>
<tr>
<th>Teachers' Standards 2012</th>
<th>QTS 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Plan and teach well structured lessons</strong></td>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>- impart knowledge and develop understanding through effective use of lesson time</td>
<td>Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.</td>
</tr>
<tr>
<td>- promote a love of learning and children’s intellectual curiosity</td>
<td>Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.</td>
</tr>
<tr>
<td>- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</td>
<td>Q24 Plan homework or other out-of-class work to sustain learners’ progress and to extend and consolidate their learning.</td>
</tr>
<tr>
<td>- reflect systematically on the effectiveness of lessons and approaches to teaching</td>
<td><strong>Teaching</strong></td>
</tr>
</tbody>
</table>
| - contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
| (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion | (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives |
| (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives | (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. |
| (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. | (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson. |
### Diversity and Special Needs: meeting the needs of all pupils

<table>
<thead>
<tr>
<th>Teachers' Standards 2012</th>
<th>QTS 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Adapt teaching to respond to the strengths and needs of all pupils</strong></td>
<td><strong>Achievement and diversity</strong></td>
</tr>
<tr>
<td>- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</td>
<td>Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</td>
</tr>
<tr>
<td>- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</td>
<td>Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</td>
</tr>
<tr>
<td>- 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</td>
<td>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.</td>
</tr>
<tr>
<td>- 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.</td>
<td><strong>Health and well-being</strong></td>
</tr>
<tr>
<td></td>
<td>Q21(a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</td>
</tr>
<tr>
<td></td>
<td>Q21(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</td>
</tr>
</tbody>
</table>

### Assessment for learning

<table>
<thead>
<tr>
<th>Teachers' Standards 2012</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6 Make accurate and productive use of assessment</strong></td>
<td><strong>Assessment and monitoring</strong></td>
</tr>
<tr>
<td>- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
<td>Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.</td>
</tr>
<tr>
<td>- make use of formative and summative assessment to secure pupils’ progress</td>
<td>Q12 Know a range of approaches to assessment, including the importance of formative assessment.</td>
</tr>
<tr>
<td>- use relevant data to monitor progress, set targets, and plan subsequent lessons</td>
<td>Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</td>
</tr>
<tr>
<td>- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</td>
<td><strong>Assessing, monitoring and giving feedback</strong></td>
</tr>
<tr>
<td></td>
<td>Q26(a) Make effective use of a range of assessment, monitoring and recording strategies.</td>
</tr>
<tr>
<td></td>
<td>Q26(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</td>
</tr>
<tr>
<td></td>
<td>Q27 Provide timely, accurate and constructive feedback on learners’ attainment, progress and areas for development.</td>
</tr>
</tbody>
</table>
### Managing behaviour

<table>
<thead>
<tr>
<th>Teachers’ Standards 2012</th>
<th>QTS 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7 Manage behaviour effectively to ensure a good and safe learning environment</strong></td>
<td><strong>Knowledge and understanding</strong></td>
</tr>
<tr>
<td>• 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</td>
<td><strong>Q10</strong> Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</td>
</tr>
<tr>
<td>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</td>
<td><strong>Learning environment</strong></td>
</tr>
<tr>
<td>• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</td>
<td><strong>Q31</strong> Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence.</td>
</tr>
<tr>
<td>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</td>
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</tbody>
</table>

### The wider professional role of the teacher

<table>
<thead>
<tr>
<th>Teachers’ Standards 2012</th>
<th>QTS 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8 Fulfil wider professional responsibilities</strong></td>
<td><strong>Communicating and working with others</strong></td>
</tr>
<tr>
<td>• make a positive contribution to the wider life and ethos of the school</td>
<td><strong>Q4</strong> Communicate effectively with children, young people, colleagues, parents and carers.</td>
</tr>
<tr>
<td>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
<td><strong>Q5</strong> Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.</td>
</tr>
<tr>
<td>• deploy support staff effectively</td>
<td><strong>Q6</strong> Have a commitment to collaboration and cooperative working.</td>
</tr>
<tr>
<td>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</td>
<td><strong>Personal professional development</strong></td>
</tr>
<tr>
<td>• communicate effectively with parents with regard to pupils’ achievements and well-being.</td>
<td><strong>Q7(a)</strong> Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs.</td>
</tr>
<tr>
<td></td>
<td><strong>Q7(b)</strong> Identify priorities for their early professional development in the context of induction.</td>
</tr>
<tr>
<td></td>
<td><strong>Q8</strong> Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.</td>
</tr>
<tr>
<td></td>
<td><strong>Q9</strong> Act upon advice and feedback and be open to coaching and mentoring.</td>
</tr>
<tr>
<td></td>
<td><strong>Team working and collaboration</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Q32</strong> Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.</td>
</tr>
<tr>
<td></td>
<td><strong>Q33</strong> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</td>
</tr>
</tbody>
</table>
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 in their own attendance and punctuality.

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

Frameworks

Q3(a) Be aware of the professional duties of teachers and the statutory framework within which they work.

Q3(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

From the ITT Requirements applicable to all accredited ITT providers

Suitability requirements.

Providers must ensure:

R1.3 That all entrants: as part of the provider’s selection procedures, have taken part in an interview designed to assess their suitability to teach.

R1.4 That all entrants: have been subject to a Criminal Records Bureau enhanced disclosure check and/or any other appropriate background check.

R1.5 That all entrants: are provisionally registered with the GTC(E) within 28 days of the commencement of their training programme.

R1.6 That all entrants:
  a. have the intellectual and academic capabilities needed to meet the required QTS standards;
  b. possess the appropriate qualities, attitudes and values expected of a teacher;
  c. can read effectively and are able to communicate clearly and accurately in standard English;
  d. have met the Secretary of State’s requirements for health and physical capacity to teach.

NOTE: Part Two of the Teachers’ Standards 2011 effectively replaces the current GTCE Code of Conduct. Some elements represented in Part Two of the revised Teachers’ Standards are currently expressed as ITT Requirements linked to selection and entry. They are included here for ease of reference and pending further information on the role of the Teaching Agency in relation to Teacher Registration from April 2012 and the outcomes of the review of the ITT Requirements. They are not intended to be interpreted as additional standards.