

# Training and Assessment Toolkit

## **A guide to accuracy in the assessment of trainees**

Based on the third edition of the National Association of School-Based Teacher Trainers' (NASBTT) *Training and Assessment Toolkit* (December 2017)

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# Roles and responsibilities at a glance

## Partnerships should:

- exercise a duty of care for all of their trainees, their personalised training needs and their well-being
- support trainees with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing
- ensure that trainees are equipped to enjoy the rewards and challenges of the teaching profession and recognising the need to nurture the next generation of committed, resilient, high-quality teachers.

## Trainees should:

- understand and take responsibility for the impact of their teaching on pupil progress and learning over time
- utilise all aspects of their training, in school, in the centre and in independent study, to support their progress as reflective practitioners alongside their professional development towards becoming outstanding teachers.

## School-based staff should:

- provide effective school-based training
- support trainees so that they have a positive impact on pupil progress and learning from the outset
- identify and address trainees' needs to support them in becoming good or outstanding NQTs.

## UWE staff should:

- work with all members of the partnership to ensure that all trainees make good or better progress
- utilise partnership data to inform training that impacts positively on trainee outcomes and the progress of the pupils they teach.

# 1. Assessing trainees: important considerations

'The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners' (Ofsted 2015:128).

When assessing the quality of primary and secondary trainees' teaching over time, reference should be made to the Teachers' Standards in full. The bulleted sub-headings should be used to:

- 'track progress against the Teachers' Standards...
- ...determine areas for additional development...
- ...identify strengths which indicate excellent practice' (Ofsted 2015:129)
- enable the identification of aspects of, for example, outstanding practice for 'good' (grade 2) trainees and good practice for trainees whose practice 'requires improvement' (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards.

'The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.' (*Teachers' Standards*, Para. 6)

Trainees' teaching over time should be assessed in relation to:

- the impact they have on the progress and learning over time of the pupils for which they are responsible
- the context and content of their teaching, over sequences of lessons;
- **attainment against the Teachers' Standards should be judged through the impact on pupil progress over time and not through individual lessons.**

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.

Assessment **must** be informed by evidenced, professional judgements which are accurate and rigorous. Judgements need to be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time.

**It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.**

All trainees **must** be prepared in accordance with C2.2 of the *Initial Teacher Training Criteria* (February 2017): 'training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. Typically, primary training will take place across the 3-7, 5-11 or 7-11 age ranges. For middle, training typically will take place across the 7-14 age range, and for secondary, training typically will take place across the 11-16, 11-18 or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years... Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges'.

### **Assessing trainees: key considerations summary**

- Trainees should be assessed against the Teachers' Standards in full (as a whole);
- Assessment must be informed by the full range of evidence beyond teaching observations - making the best use of trainees' carefully collated evidence bundles;
- How well trainees teach should be assessed by the impact on pupils' progress and learning over time: this needs to be embedded into all processes, including written/verbal feedback and partnership documentation;
- Progress 'over time' raises the significance of ensuring well-timed review points throughout training;
- All grades, comments and targets should correlate based on the four point scale;
- Part 2 of the Teachers' Standards should be judged as being of consistently high quality; safeguarding and knowledge of the Prevent Strategy need to be referenced;
- Any trainee assessed as 'Requires Improvement' (grade 3) overall meets the minimum expectations of the Teachers' Standards (i.e. the pass requirements for the award of QTS), and should be recommended for QTS;
- Robust evidence of accuracy: moderation and QA processes must be clearly articulated in partnership documentation.

## 2. Grading rationale

This grading rationale references the Ofsted criteria for judging the quality of outcomes for trainees as set out in the *Initial Teacher Education Inspection Handbook* (September 2015). The remaining text is presented as a practical interpretation of the criteria for individual trainee's assessment linked to the bulleted sub-headings for each Standard.

The bullets, which are an integral part of the Standards, are designed to amplify the scope of each heading. The bulleted sub-headings (132) should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard.

It is **essential** that all involved in the assessment process, including trainees, fully understand and can explain how the relevant partnership assessment guidance and criteria are applied to ensure accuracy and consistency. It is also critical that those assessing trainees use their professional judgement when making and agreeing decisions focusing on the quality of the trainees' teaching overall.

**All** borderline cases will be reviewed, taking into account all relevant evidence and with additional moderation as required.

**Important note: The Ofsted criteria are as described in the 'Initial Teacher Education Inspection Handbook' (September, 2015); inspectors follow a best fit descriptor for grades 1, 2 and 3 and an 'any one descriptor' for inadequate utilising their professional judgement. Providers must be aware that inspectors will only use the 'Initial teacher education inspection handbook' and will not reference any other guidance that stakeholders, including NASBTT, may publish. In an inspection, Ofsted will focus on the consistency of the application of the assessment criteria being used across the partnership.**

## Outstanding (1)

**'Much of the quality of trainees' teaching over time is outstanding and never less than consistently good'** (Ofsted 2015, p.34)

**'All** primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct' (Ofsted 2015, p.34).

For a trainee's final grading to be 1, pupil progress and learning over time must be **good or better than expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

As a rule of thumb:

- a minimum of five Standards graded 1 overall

*or*

four Standards graded 1 overall but other Standards would also require grade 1 features;

- all other Standards graded 2;
- no grade 3 or 4 for any Standard.

## Good (2)

**Much of the quality of trainees' teaching over time is good; some is outstanding** (Ofsted 2015, p.35)

**'All** primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct' (Ofsted 2015, p.35).

For a trainee's final grading to be 2, pupil progress and learning over time must **be at least as expected**. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards. Careful consideration must be given where all of the trainee's teaching is grade 2 but he/she has few/no grade 1 aspects; he/she is likely to be grade 2 overall.

As a rule of thumb:

- at least five Standards graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features;
- no grade 4 for any Standard.

## Requires improvement (3)

**The quality of trainees' teaching over time requires improvement as it is not yet good** (Ofsted 2015, p.35)

'All primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training' (Ofsted 2015, p.35).

For a trainee's final grading to be 3, pupil progress and learning over time is not always as expected. Analysis of the evidence for this will directly inform confident assessment against the Teachers' Standards.

As a rule of thumb:

- most Standards graded 3 overall;
- no grade 4 for any Standard.

**A trainee can be judged to have *exceed(ed) the minimum* if he/she has evidenced features of good practice in some aspects of the Teachers' Standards with no grade 4s.**

**Any trainee in this category (grade 3) needs to be considered as a cause for concern as early as possible.** As soon as a potential grade 3 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. The intervention to secure progress to grade 2 (good) may continue beyond the end of the initial training programme and into the NQT year. **Additional moderation and rigorous documentation are essential.**

## Inadequate (4)

**The quality of trainees' teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress** (Ofsted 2015, p.35)

Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training.

*N.B. The words 'awarded QTS' which appear in the 'Initial Teacher Education Inspection Handbook' have been removed in an attempt to avoid confusion.*

As soon as a potential grade 4 trainee is identified, the provider's cause for concern procedures should be instigated. The relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed as part of the provider's cause for concern procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. **Additional moderation and rigorous documentation are essential.**  
**Reminder: the trainee must not be awarded QTS or progress to the NQT year.**

### 3. Annual assessment process at a glance

#### Formal weekly meeting: observation(s), progress review, assessment and target setting

Reviews of pupils' learning, drawing upon all available evidence, including classroom-based observations are used to assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil progress and learning. The full range of evidence should be considered, including observing pupils, pupils' work books and the trainee's marking, the trainee's files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee must provide evidence of his/her progress against the Teachers' Standards based on pupil progress and identified groups of pupils' learning over time. The impact of training on the trainee's teaching will be identified.



Scrutiny of the above evidence should be used to identify progress against the Teachers' Standards; the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week. These are used by the trainee and mentor to set and review short term targets for learner-focused development on a weekly basis. Longer term targets are reviewed and related actions agreed.

Feedback should take place as soon after an observation as possible. A **record sheet** is completed.

Any cause for concern issues should be raised with the partnership tutor at the earliest opportunity.



#### Interim review and moderation points (3)

Half-termly/mid-point in the placement, or equivalent, replacing the weekly meeting. Joint observation of and meeting with the trainee by the mentor and partnership tutor. Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. The trainee self-assesses and provides evidence of his/her progress against the Teachers' Standards and of pupil progress and learning over time.

Review of Part Two of the Standards.



#### Formal review points (3)

At each formal review point, a report is produced involving input/assessment by/from the mentor, trainee and partnership tutor. The trainee's achievement against each of the Teachers' Standards is agreed leading to a best fit overall assessment. Key aspects/features of the trainee's achievement are identified based on the impact on pupil progress and identified groups of pupils' learning over time. Longer term learner-focused targets are agreed.

Review of Part Two of the Teachers' Standards.



#### Final summative report

Summative report written identifying the trainee's final attainment against the Teachers' Standards, the final overall attainment, the impact on pupil progress and learning over time, the impact of training and strengths and targets for the induction period as an NQT.

This information will inform the trainee's Career Entry Development Profile (CEDP), or the equivalent transfer documentation, and must be forwarded to the employing school by the provider.

## 4. Expected outcomes and progress through training

### Programme outcomes

To be awarded QTS, trainees must meet the minimum level of practice expected of teachers, as defined in the Teachers' Standards, by the end of their training.

It is the expectation of a training programme that:

- all trainees will attain at least Good (grade 2) and the majority will be Outstanding (grade 1);
- any trainee whose attainment is judged as Requires Improvement (grade 3) will, with the agreement of the school concerned and relevant partnership personnel, be given the opportunity to undertake targeted additional training including closely monitored teaching.

### Assessing progress through training

- **Trainees will be formally assessed at regular review points annually, leading to the assessment of the trainees' final attainment. Several of the review points involve lesson observation visits and formative feedback; two involve summative feedback via placement reports.**
- From the outset, trainees will be assessed against the *Teachers' Standards* 'in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS' (Para. 6).
- At each formal review point, grades will be agreed for either the review point or for the final attainment.
- A single set of criteria is used across the whole training programme; it is to be expected that a significant number of trainees will, at the first review point, 'require improvement' as they are at the beginning of their training and teaching. Trainees need to understand these expectations and the significant achievement they will have made in securing the minimum level of practice by the first review point. Tutors will need to identify what is needed to ensure progress between each review point through target setting and agreeing individual training plans.

The profile of the trainees will develop as follows:

**By the end of the autumn term** (PG Primary and PG Secondary, only), **or by the end of Year 1** (UG Primary, only), in the age phase they have taught:

- it is anticipated that all trainees will meet the minimum level of practice expected
- for any trainees struggling to meet the minimum level at this stage, consideration should be given as to whether the provider's cause for concern procedure should be instigated or

whether there is mentor/tutor agreement that intensive support and targeted advice are likely to secure rapid progress towards good

- a significant number of trainees will 'require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is not yet good and the impact on pupil progress over time is not always as expected. This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme
- for some trainees, much of their teaching over time is good; some is outstanding; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding
- for a small number of trainees, teaching over time is outstanding and never less than consistently good; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

**By the end of the spring term** (PG Primary and PG Secondary, only), **or by the end of Year 2** (UG Primary, only), in the age phase they have taught:

- it is expected that all trainees will meet the minimum level of practice expected;
- if any trainees are still struggling to meet the minimum level, they should be placed on cause for concern if this has not already been actioned (see Section 7)
- a small number of trainees may 'require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is not yet good and the impact on pupil progress over time is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme
- for the majority of trainees, much of their teaching over time is good; some is outstanding; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding
- for the remainder of trainees, teaching over time is outstanding and never less than consistently good; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

**By the end of the programme** (final summative report):

- it is expected that all trainees will exceed the minimum level of practice expected in order to be recommended for Qualified Teacher Status (QTS);
- when trainees are judged to Require Improvement (grade 3), with the agreement of the school concerned and relevant partnership personnel, trainees should be given the opportunity to undertake targeted additional training including closely monitored teaching;

- when trainees are judged that much of their teaching over time is good; some is outstanding (grade 2), the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school or setting;
- when trainees are judged that teaching over time is outstanding and never less than consistently good (grade 1), the pupils they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be forwarded to the employing school or setting. The provider will offer ongoing support as appropriate to the context in which the partnership operates.

## 5. Accuracy in grading: the correlation of grades, progress, comments and targets

In assessing trainees, it is essential that the developing quality of both the trainees' teaching and their impact on pupil progress and learning over time is fully captured in both grades and comments. It is essential that there is a clear correlation across:

- the overall grade awarded
- the grades awarded for individual Standards
- related commentaries
- appropriate targets – these should be precise and subject-specific (see Section 8 for further guidance)
- the tracking of progress.

At the formal weekly meeting, mentors and trainees need to take this correlation into consideration when completing the review of progress and assessment. When preparing reports at review points, it is important that partnership tutors and mentors, together with trainees, write and then scrutinise the reports to ensure that there is clear evidence of:

- pupil progress and learning over time informing the overall grade
- the actual quality of the trainees' teaching over time informing the overall grade
- the grading of individual Standards informing the overall grade
- the comments and related targets (see Section 8) corresponding to the evidence and the overall grading
- the accurate use of the grade descriptors and the language used therein
- the interim and summative reports clearly building on the trainees' developing profile as evidenced in the above and through tracking.

## 6. Guidance for the weekly meetings: reviewing progress and assessment

On a weekly basis whilst in school, trainees must be observed teaching and have a formal weekly review meeting with their mentor and, as appropriate, their partnership tutor at review points. This will feature discussion about the trainees' and pupils' well-being and be a celebration of successes and classroom highlights based on fostering pupil curiosity and the love of learning. **Trainees must bring evidence of their progress and the progress and learning of the pupils they teach for discussion and review.**

The following need to be considered when evaluating the quality of trainees' teaching over time and its impact:

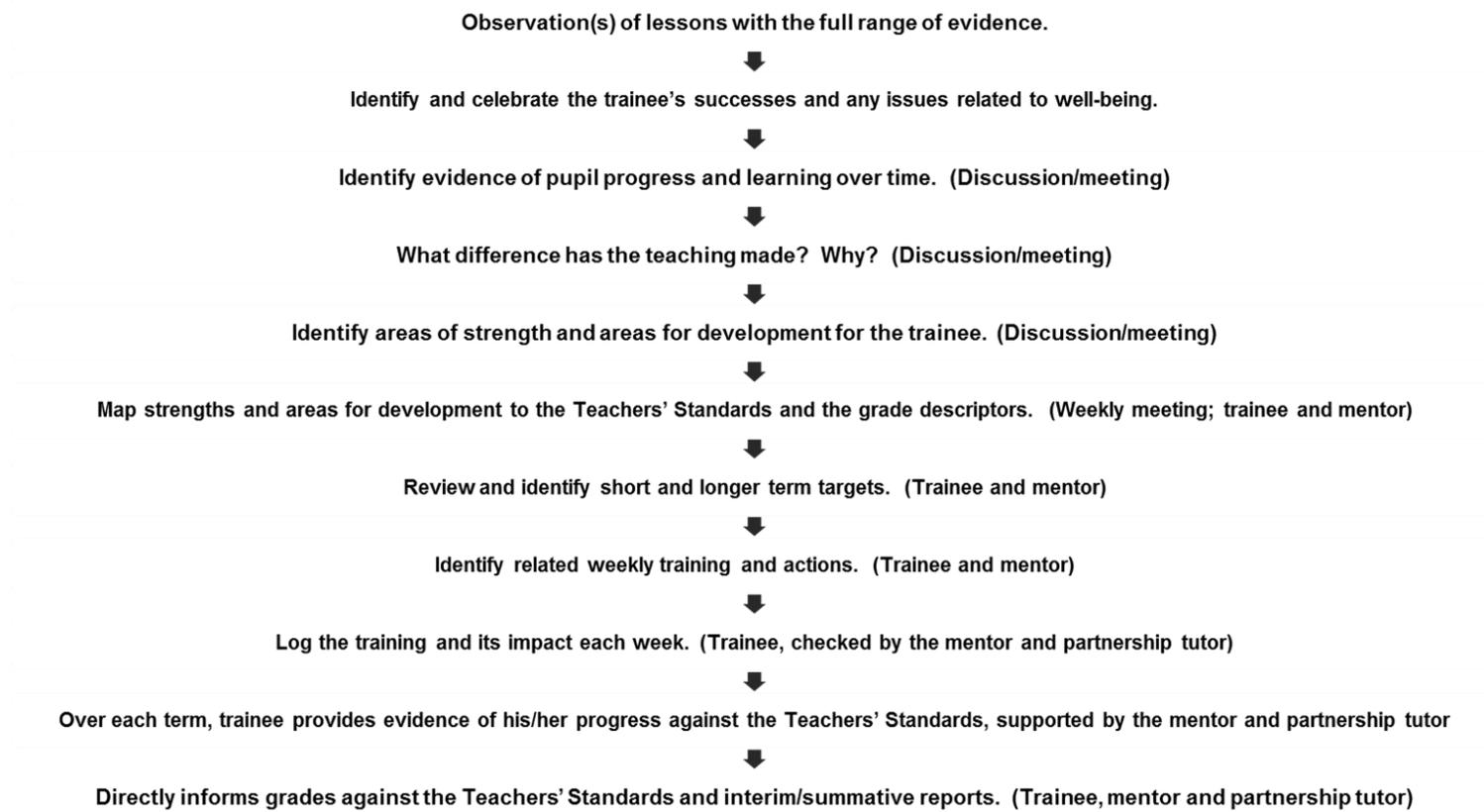
- the context and content of the sessions/lessons; where they fit within a sequence of lessons
  - **good or better than expected pupil progress over time = grade 1**
  - **at least expected pupil progress over time = grade 2**
  - **pupil progress over time is not always as expected = grade 3.**
- observations of pupils, pupils' responses in lessons and pupils' workbooks, with particular reference to the quality and impact of the trainees' marking, the trainees' assessment records and annotated planning; trainees' strengths against the Teachers' Standards **and** sub-headings of the Teachers' Standards and how they can improve. It is critical to avoid an atomistic approach; initial discussions should focus on the quality of the trainees' teaching and its impact on pupils' progress and learning over time and the aspects of the trainees' teaching which support this or need to be developed further. This can then be mapped to the *Teachers' Standards*.

Each weekly meeting should also include:

- monitoring of impact and progress
- reviewing and agreeing appropriately challenging short and longer term developmental targets, along with agreeing and recording what needs to be done by the trainee and others to enable him/her to achieve his/her targets. Targets need to be fit for purpose, have a Standards focus and, as appropriate, be subject-specific. Targets should be written using the language of the Standards and grade descriptors (see section 8 for further guidance)
- identifying evidence of progress
- agreeing and recording related training and actions
- agreeing and recording the impact of the training on the trainees' teaching and, consequently, on pupil progress and learning over time.

## From observing to reporting

The following diagram sets out the process of assessing and **supporting** trainees' progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, and the impact of trainees' teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and summative reports. Trainees, mentors and partnership tutors all have significant roles.



## 7. Target setting and achieving targets

Central to the trainees' progress is the achievement of the set developmental targets.

Development targets need to be agreed and:

- specifically address improving the quality of the trainees' teaching and pupils' learning over time
- include clear statements of:
  - what the trainee needs to do to improve and make progress;
  - what support is required to help trainees achieve the target (this could include co-planning, team teaching, etc.);
  - a workable time frame;
- have success criteria explicitly stating what achieving the target will mean in terms of pupils' learning, well-being, behaviour, etc., and the quality of the trainees' teaching;
- be numbered with the relevant Teachers' Standards (or sub-headings thereof).

Targets for trainees can arise from:

- lesson observations, evidence of pupils' progress and learning, and weekly review meetings: short term and more immediate targets
- interim and formal/summative review points: longer term targets
- end of programme assessment: NQT targets to be forwarded to and shared with the employing school/setting.

Targets should be recorded with reference to the well-established SMART guidance below:

<b>Specific (precise)</b>	Be clear about what you want the trainee to achieve and why; for example, impact on pupil progress and learning over time, subject knowledge development, etc. (linked to the relevant Teachers' Standards and grade descriptors).
<b>Measurable/Achievable</b>	Pitched at an achievable (realistic) level and modelled so that the trainee can understand how to achieve the target. Appropriate levels of challenge and support should be provided which link to clearly identified success criteria.
<b>Realistic</b>	In terms of the context, is there the time, the opportunity and the resources available to achieve the target? Can this target be met alongside other targets that the trainee may already be working towards?
<b>Time-constrained</b>	Targets should be achievable within a stated time period, with explicit steps for successful achievement.

## Key features of targets

<b>Targets</b>	<p>Specific (precise), Measurable, Achievable, Realistic and Time-constrained targets will enable the trainee to:</p> <ul style="list-style-type: none"><li>• build on his/her identified strengths</li><li>• support his/her impact on pupil progress and learning over time</li><li>• achieve the Teachers' Standards.</li></ul> <p>Targets should be subject-specific where appropriate. Targets should be written using the language of the Teachers' Standards and the grade descriptors.</p>
<b>Success criteria</b>	<p>What will be demonstrated and how when the target is achieved; what the difference will be in terms of pupil learning or progress.</p>
<b>Target specific training and actions</b>	<p>Actions that the trainee and others need to take in order for the trainee to achieve the target. Actions must be realistic and achievable within the resources available. Consideration must be given to the level of available support.</p>
<b>Resources</b>	<p>Resources required to support the trainee, including the time that will be allocated for development opportunities. For example, teacher modelling, focussed observations, visits/targeted support from lead practitioners, etc.</p>
<b>Target dates</b>	<p>Target dates for achieving the target which are realistic and manageable. Target dates can relate to the trainee's current school, an alternative school placement or, possibly, the employing school for NQT induction depending on the timing of the target.</p>
<b>Review of dates</b>	<p>When progress will next be evaluated; this is usually the date of the next weekly review meeting.</p>

## 8. Teachers' Standards Part One: Grade Descriptors

### Guidance Notes

The quality of trainees' teaching over time will be judged by the impact on the progress and learning of pupils. Trainees' teaching needs to be assessed through consideration of all aspects of their teaching overall with full reference to the Teachers' Standards overall and individually.

The Teachers' Standards and the sub-headings have been set out with grade descriptors which closely reference the Ofsted criteria for assessing outcomes for trainees in the *Initial Teacher Education Inspection Handbook* (March 2015).

Important note: Providers will, of course, wish to use the descriptors on the following pages as a benchmark and adjust or develop their existing assessment criteria to promote accuracy and consistency across their partnership.

The grade descriptors have an essential role in ensuring and monitoring the accuracy and consistency of judgements of trainees' progress, achievement and final attainment, and provide a shared language to discuss trainees' progress through their training programme and into their NQT year.

The grade descriptors are intended to enable trainees and their mentors to:

- discuss and track the trainees' progress over time against the Teachers' Standards and their sub-headings at weekly meetings
- adhere to the language for target setting (see section 8 for further guidance)
- make informed judgements at review points
- secure accurate formative and summative assessment at review points when mapping progress against all of the Teachers' Standards
- support the rigorous use of evidence
- provide a formal mechanism for recording trainees' progress.

## Using the Grade Descriptors

Weekly meetings should:

- identify evidence of pupil progress and learning over time using the full range of evidence, including lesson observations
- discuss what differences the trainees' teaching has made and why
- identify areas of strength and areas for development for the trainees
- be mapped to the Teachers' Standards and the grade descriptors
- review and identify short and longer term targets to improve the quality of the trainees' teaching and the impact they have on pupils' progress and learning over time.

Trainees should bring evidence of their progress and of their impact on pupils' progress and learning for discussion and appraisal at these meetings.

Interim, half-term, review points:

- review and record overall progress against the Teachers' Standards and grade descriptors in full
- identify achievement and set targets.

Review points (end of placement):

- review and record overall progress against the Teachers' Standards and grade descriptors in full
- identify achievement and set targets.

End of programme:

- support the identification of strengths and areas for development in order to ensure a smooth transition from the training programme into the NQT year and induction.

## TS1. Set high expectations which inspire, motivate and challenge pupils

	Outstanding (1)	Good (2)	Requires improvement (3) Meeting the Standard	Inadequate (4)
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>Establish a safe and stimulating environment for pupils, rooted in mutual respect.</b>	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.
<b>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</b>	Consistently sets goals that stretch, challenge and motivate pupils. Use effective strategies to support the learning and progress of underperforming groups.	Sets goals that stretch, challenge and motivate pupils. Use strategies to support the learning and progress of underperforming groups.	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
<b>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b>	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## TS2. Promote good progress and outcomes by pupils

	Outstanding (1) <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2) <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) Meeting the Standard <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	Inadequate (4) <i>Trainees fail to meet the minimum level of practice.</i>
<b>Be accountable for pupils' attainment, progress and outcomes.</b>	Is consistently accountable for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
<b>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.</b>	Has a detailed understanding of the pupils' capabilities and their prior knowledge. <i>Demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.</i>	Has a good understanding of the pupils' capabilities and their prior knowledge. <i>Assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.</i>	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.
<b>Guide pupils to reflect on the progress they have made and their emerging needs.</b>	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.
<b>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</b>	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
<b>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</b>	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.

### TS3. Demonstrate good subject and curriculum knowledge

	Outstanding (1)	Good (2)	Requires improvement (3) Meeting the Standard	Inadequate (4)
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<i>Trainees fail to meet the minimum level of practice.</i>
<p><b>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</b></p> <p><b>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b></p> <p><b>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</b></p>	<p>Consistently <i>teach exceptionally well, demonstrating:</i></p> <ul style="list-style-type: none"> <li>- <i>strong subject and curriculum knowledge;</i></li> <li>- <i>phase expertise.</i></li> </ul> <p>Is confident to <i>work within the current and new curriculum.</i></p> <p>Demonstrates the ability to address misunderstandings and maintain pupils' interest.</p> <p>Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas.</p> <p>Consistently and effectively promotes the value of scholarship.</p> <p>Consistently demonstrates a thorough understanding of how <i>to teach reading, writing, and communication... effectively to enhance the progress of pupils they teach.</i></p> <p>Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist.</p>	<p><i>Teach well, demonstrating:</i></p> <ul style="list-style-type: none"> <li>- <i>good subject and curriculum knowledge;</i></li> <li>- <i>phase expertise.</i></li> </ul> <p>Works <i>within the current and new curriculum arrangements.</i></p> <p>Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.</p> <p>Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas.</p> <p>Much of the time promotes the value of scholarship.</p> <p>Demonstrates a good understanding of how <i>to develop the reading, writing, and communication... skills of the pupils they teach.</i></p> <p>Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist subject.</p>	<p>Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.</p> <p>Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.</p> <p>Is able to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.</p>	<p>Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.</p> <p>Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote the value of scholarship.</p> <p>Is unable to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.</p>

### TS3. Demonstrate good subject and curriculum knowledge (continued – Primary-specific)

	<b>Outstanding (1)</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2)</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) Meeting the Standard</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4)</b> <i>Trainees fail to meet the minimum level of practice.</i>
<p><b>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)</b></p>	<ul style="list-style-type: none"> <li>• Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently and competently</i> so that pupils make good or better than expected progress.</li> <li>• Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> so that pupils make at least expected progress.</li> <li>• Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.</li> </ul>	<p>Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	<p>Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>
<p><b>If teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary)</b></p> <p><small>* the current 'Initial Teacher Education Inspection Handbook' frequently replaces 'early' with 'primary'.</small></p>	<ul style="list-style-type: none"> <li>• Trainee can teach <i>primary mathematics ... confidently and competently</i> so that pupils make good or better than expected progress.</li> <li>• Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress.</li> <li>• Demonstrates a good understanding of strategies for the teaching of early mathematics.</li> </ul>	<p>Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>

## TS4. Plan and teach well-structured lessons

	Outstanding (1)	Good (2)	Requires improvement (3) Meeting the Standard	Inadequate (4)
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>Impart knowledge and develop understanding through effective use of lesson time.</b>	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.
<b>Promote a love of learning and children's intellectual curiosity.</b>	Consistently and effectively promotes a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Is unable to promote a love of learning and children's intellectual curiosity.
<b>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</b>	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
<b>TS4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.</b>	Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.	Is systematically able to reflect in order <i>to improve their practice</i> . Is able to judge the effectiveness of their lessons and impact on all groups of pupils.	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.
<b>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</b>	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## TS5. Adapt teaching to respond to the strengths and needs of all pupils

	<b>Outstanding (1)</b>  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2)</b>  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) Meeting the Standard</b>  <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4)</b>  <i>Trainees fail to meet the minimum level of practice.</i>
<b>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</b>  <b>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</b>  <b>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.</b>	<p>Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.</p> <p><i>Understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i></p> <p>Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.</p>	<p>Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.</p> <p><i>Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i></p> <p>Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.</p>	<p>Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.</p>	<p>Does not know when and how to differentiate appropriately.</p> <p>Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Is unable to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.</p>

## TS5. Adapt teaching to respond to the strengths and needs of all pupils (continued)

	Outstanding (1)	Good (2)	Requires improvement (3) Meeting the Standard	Inadequate (4)
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<i>Trainees fail to meet the minimum level of practice.</i>
<b>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.</b>	<p>Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals).</p> <p><i>Challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i></p> <p>Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.</p>	<p>Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and <i>pupils eligible for the pupil premium</i> (including Free School Meals).</p> <p><i>Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i></p> <p>Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.</p>	<p>Has 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 is able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>Does not 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 is not able to use and evaluate distinctive teaching approaches to engage and support them.</p>

## TS6. Make accurate and productive use of assessment

	<b>Outstanding (1)</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2)</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) Meeting the Standard</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4)</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</b>	<i>Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</i>	<i>Assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</i>	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
<b>Make use of formative and summative assessment to secure pupils' progress.</b>	Consistently and effectively uses formative, <i>continuous assessment and summative tests</i> to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, <i>continuous assessment and summative tests</i> to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
<b>Use relevant data to monitor progress, set targets, and plan subsequent lessons.</b>	Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.	Uses a range of relevant data including school progress data to monitor pupil progress and learning over time.  Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.
<b>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</b>	Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it.  Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.	Uses a range of methods to give pupils regular feedback and the opportunity to respond to it.  Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

## TS7. Manage behaviour effectively to ensure a good and safe learning environment

	Outstanding (1)	Good (2)	Requires improvement (3) Meeting the Standard	Inadequate (4)
	<p><i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i></p>	<p><i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i></p>	<p><i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i></p>	<p><i>Trainees fail to meet the minimum level of practice.</i></p>
<p><b>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</b></p>	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> <li>takes responsibility for and <i>has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning;</i></li> <li>actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation;</li> <li>can effectively <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i></li> </ul>	<p>In accordance with the school's behaviour policy:</p> <ul style="list-style-type: none"> <li>takes responsibility for and is able <i>to promote and manage behaviour in the classroom well</i> to ensure a good and safe learning environment;</li> <li>encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation;</li> <li>is able to <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</i></li> </ul>	<p>Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</p>	<p>Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.</p>
<p><b>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</b></p>	<p>Consistently sustains high expectations of behaviour.</p> <p>Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.</p>	<p>Sustains high expectations of behaviour.</p> <p>Establishes and maintains or applies the school's framework for discipline, using a range of strategies.</p>	<p>Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	<p>Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.</p>

## TS7. Manage behaviour effectively to ensure a good and safe learning environment (continued)

	<b>Outstanding (1)</b> <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2)</b> <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) Meeting the Standard</b> <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4)</b> <i>Trainees fail to meet the minimum level of practice.</i>
<b>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</b>	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.
<b>Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.</b>	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.

## TS8. Fulfilling wider professional responsibilities

	<b>Outstanding (1)</b>  <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<b>Good (2)</b>  <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<b>Requires improvement (3) Meeting the Standard</b>  <i>The quality of trainees' teaching over time requires improvement as it is not yet good. Trainees need targeted advice to be good.</i>	<b>Inadequate (4)</b>  <i>Trainees fail to meet the minimum level of practice.</i>
<b>Make a positive contribution to the wider life and ethos of the school.</b>	Is consistently proactive and makes a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is unable to make a positive contribution to the wider life and ethos of the school.
<b>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</b>	Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.
<b>Deploy support staff effectively.</b>	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.	Is able to deploy support staff effectively.	Is unable to deploy support staff.
<b>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</b>	Is consistently proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.	Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.
<b>Communicate effectively with parents with regard to pupils' achievements and well-being.</b>	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.

## 9. Guidance Notes: Teachers’ Standards, 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’ Standards, Part Two: Personal and professional conduct)

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be instigated and will potentially result in disciplinary procedures. The UWE partnership approach is detailed below.

Interview	Personal and professional conduct should be included as a focus for discussion as part of the interview process. In accepting the offer of a place on the programme, prospective trainees are required to sign an agreement/contract agreeing to adhere to high standards of personal and professional conduct.
Induction	The requirements for Part Two of the Teachers’ Standards will be introduced and discussed in detail to include consideration of each aspect and its implications for trainees and teachers.
At the start of a new placement	Trainees must familiarise themselves with the individual school’s codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them.
At each review point	The trainees’ ability to consistently maintain high standards of personal and professional conduct are discussed. Any areas for development are addressed and appropriate targets set.
At any time	Should issues arise in relation to the appropriateness of the trainees’ conduct, action will be taken which may lead to a cause for concern procedure being instigated.

The table on the following pages sets out each descriptor, the scope and key questions to support the assessment of the trainees’ conduct. The UWE Partnership addresses these as part of regular reviews of trainee progress and conduct. If any cause for concern should arise, then the Professional Suitability Procedure should be instigated.

# Teachers' Standards Part Two: Personal and Professional Conduct

## Guidance Notes

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 pupil's well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard to 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.

N.B. Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

Pupils are expected to have knowledge and understanding about freedom to choose and hold other faiths and beliefs which are protected in law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

## Teachers' Standards Part Two

Scope	Key questions
<p><b>a) Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b></p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <p><input type="checkbox"/> <b>Consistently high standards</b>      <input type="checkbox"/> <b>Cause for concern</b></p>	<ul style="list-style-type: none"> <li>• Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school?</li> <li>• Does the trainee develop appropriate professional relationships with colleagues and pupils?</li> <li>• Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions?*</li> <li>• Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?*</li> <li>• Does the trainee understand the challenges of teaching in modern British schools?***</li> <li>• Is the trainee aware of the PREVENT strategy and its implications?***</li> <li>• Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?***</li> <li>• Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?</li> </ul>

\* *Keeping Children Safe in Education* (DfE, 2016)

\*\* Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

\*\*\* Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Scope	Key questions
<p><b>b) Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</b></p> <ul style="list-style-type: none"> <li>• The trainee’s conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</li> <li>• The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</li> <li>• The trainee is punctual for school, lessons, meetings, etc.</li> <li>• The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.</li> <li>• The trainee’s language and dress are highly professional and in line with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the trainee display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?</li> <li>• Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school?</li> <li>• Does the trainee take appropriate responsibility for their own and pupils’ well-being in the classroom and during off-site activities or visits?</li> </ul> <p><input type="checkbox"/> <b>Consistently high standards</b>      <input type="checkbox"/> <b>Cause for concern</b></p>
<p><b>c) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</b></p> <ul style="list-style-type: none"> <li>• The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.</li> <li>• The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.</li> <li>• The trainee is able to judge when they may need advice and help in matters of Child Protection or confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document?</li> <li>• Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school’s policy if reporting a concern?</li> </ul> <p><input type="checkbox"/> <b>Consistently high standards</b>      <input type="checkbox"/> <b>Cause for concern</b></p>

## 12. Professional Suitability Procedure

**A concern raised as part of the Professional Suitability Procedure (PSP) is intended to be a developmental and supportive process.**

A concern will be raised when:

- a trainee does not make the expected progress
- a trainee struggles professionally or personally to meet the Teachers' Standards (Part One: Teaching)
- a trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and Professional Conduct).

A cause for concern will outline the concern and set targets, identify training and actions and agree review points. An action plan will be completed and reviewed as appropriate. It will result in increased agreed school and centre-based support and monitoring.

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the pupils as identified against the Teachers' Standards referencing the grade descriptors.

A cause for concern may also be raised if:

- the trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- the trainee has not received the necessary support from the placement school at which point the partnership will intervene.

Targets:

- Targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.
- Targets will require agreed actions for both the trainee and all those working with him/her in the training programme.
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues, the grades given and the targets set. Review dates and expectations must be clearly outlined on the action plan and made explicit to trainee.

## 13. Acknowledgements

The 'Training and Assessment Toolkit: A guide to accuracy in the assessment of trainees' has been developed by representatives of NASBTT working with Bea Noble-Rogers. It builds on the UCET and NASBTT document of 2012, 'Working with the Teachers' Standards in Initial Teacher Education: Guidance to support assessment for Qualified Teacher Status (QTS)'.

Work started on the development of the Toolkit, including the guidance and descriptors, in June 2014 with London Diocesan Board for Schools (LDBS) SCITT, working with Bea Noble-Rogers; it evolved through the contributions of a number of HEI and school-based providers as they adopted the approach in their training and assessment. These providers included:

- Bath Spa University
- Durham University
- Ninestiles ITT Consortium
- Shotton Hall SCITT
- St Mary's University, Twickenham
- University of Warwick
- University of Hull
- University of Leeds
- University of St Mark & St John, Plymouth.

Representatives from the following providers have contributed to the development process of this Toolkit:

- Devon Primary SCITT
- North East Partnership SCITT
- SAF Initial Teacher Training (formerly The Pilgrim Partnership)
- South Birmingham SCITT (formerly Ninestiles ITT Consortium & BPTP)
- Teaching London: LDBS SCITT (formerly LDBS SCITT)
- Two Mile Ash Initial Teacher Training Partnership
- University of Cumbria
- University of Greenwich.

Third Edition: this has been produced as a result of feedback (from both HEI and school-based providers) during the 2016-2017 academic year culminating in a review meeting attended by many members of the original working party.

UCET representatives have seen and commented on working drafts and are pleased to acknowledge the value of this Toolkit. UCET is grateful to NASBTT for agreeing that it can be circulated amongst UCET members.

NASBTT welcomes feedback from the sector regarding the usefulness of this document – please direct these, in the first instance, to [office@nasbtt.org.uk](mailto:office@nasbtt.org.uk).