

# **School of Health & Education**

*(in collaboration)*



## **Exemplified Teachers' Standards**

For  
Initial Teacher Training

2012 onwards

The purpose of this booklet is to provide examples of evidence against the Teachers' Standards, matched to the developmental level of trainee teachers, which can be used by trainees to demonstrate their progress towards achieving QTS. This version incorporates Areas for Discussion to help provide a framework for mentor/trainee dialogue and trainee reflection. The Areas for Discussion are phrased as questions. These are intended to illustrate the scope of each standard and the kinds of learning conversations that might link evidence to each standard. These were developed by the London Providers' Harmonisation Group (LPHG), and are included with permission.

**IMPORTANT**

The bulleted examples of evidence within this document are for guidance. It is not intended that each of these exemplifications be demonstrated.

**Acknowledgements**

*The Areas for Discussion were developed by the London Providers' Harmonisation Group (LPHG) and are included with permission.*

*Development of the exemplifications used within this publication was undertaken by the Sheffield Hallam University Consultative Schools Group. The schools/colleges involved were: Aston Academy, Balby Carr School, Dixons Academy, High Storrs School, Hope Valley College, Maltby School, Notre Dame School, Outwood at Adwick Academy, Siverdale School, Tupton School, The Armthorpe School, The Hayfield School, Tupton Hall School, Wickersley School, Winterhill School.*

*The exemplifications used within this resource were based on the 'Exemplified Standards' developed previously by Sheffield Hallam University and the Yorkshire & Humberside Partnership Development Schools' Cluster 2 (Phase 3). The partnership schools in this initial development were Handsworth Grange Community Sports College, Driffield School, Hanson School, Parkwood High School, and Ilkley Grammar School.*

*Editing and Layout - B. Cartwright*

## Teaching & Learning

Scope	Areas for discussion	Examples of Evidence
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>		
<p><b>Establish a safe and stimulating environment for pupils, rooted in mutual respect.</b></p> <p>(cross reference)</p> <p>⇄ 4 (promote love of learning)</p> <p>⇄ 7 (behaviour management)</p>	<p><i>Q What has the trainee learned from the school's health and safety policy? How is this evident in the trainee's planning? How does the trainee ensure pupils are aware?</i></p> <p><i>Q How has the trainee contributed to ensuring the class room is a stimulating environment? How could they contribute?</i></p> <p><i>Q How has the trainee ensured tasks are relevant and engaging?</i></p> <p><i>Q How has the trainee used their knowledge of the pupils to plan to challenge and support?</i></p>	<ul style="list-style-type: none"> <li>• activities are planned and are relevant to the expected outcomes of the lesson.</li> <li>• use tone of voice and language to communicate respectfully with young people.</li> <li>• pupils aware of purpose of the lesson and are on task.</li> <li>• where appropriate planning includes risk assessment.</li> <li>• H&amp;S risks communicated to the pupils.</li> <li>• resources planned for and are successfully managed.</li> <li>• produce quality, effective resources that stimulate interest in pupils.</li> </ul>
<p><b>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</b></p> <p>(cross reference)</p> <p>⇄ 5 (adapt teaching)</p>	<p><i>Q How does the trainee seek to be a positive role model in class and in the wider school?</i></p> <p><i>Q How does the trainee seek to enact the school's policies on inclusion and behaviour?</i></p> <p><i>Q How does the trainee seek to ensure pupils feel comfortable in lessons and able to contribute?</i></p>	<ul style="list-style-type: none"> <li>• communicate high expectations to learners.</li> <li>• construct appropriate learning objectives that stretches and challenges all pupils</li> <li>• sets clear learning objectives that are communicated with the pupils</li> <li>• communicates success criteria (learning outcomes) to pupils</li> </ul>
<p><b>Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b></p> <p>(cross reference)</p> <p>⇄ Part 2 (personal and conduct)</p>	<p><i>Q How does the trainee foster effective collaboration in their classroom?</i></p>	<ul style="list-style-type: none"> <li>• punctual, well presented, smart.</li> <li>• promote fair and trusting interactions amongst pupils.</li> <li>• demonstrate enthusiasm for subject.</li> <li>• challenge inappropriate behaviour, sexist, racist, homophobic or inappropriate personal comments.</li> <li>• promote a can do culture.</li> <li>• promote environmental understanding and concern.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>2. Promote good progress and outcomes by pupils</b>		
<p><b>Be accountable for pupils' attainment, progress and outcomes</b></p>	<p><i>Q Is the trainee aware of actual and expected outcomes for the pupils?</i></p> <p><i>Q How does the trainee seek to use assessment to move pupils' learning forward?</i></p> <p><i>Q Has the trainee used self and peer assessment? How effective was this?</i></p>	<ul style="list-style-type: none"> <li>• marking &amp; levelling of written work tasks.</li> <li>• plans for use of written assessment</li> <li>• plans to use appropriate AfL strategies.</li> <li>• monitor &amp; assesses over time – recording progress/lack of progress.</li> <li>• employ effective plenary structure to review learning.</li> </ul>
<p><b>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</b></p> <p>(cross reference)</p> <p>⇔ 4 (structured lessons)</p> <p>⇔ 6 (use assessment)</p>	<p><i>Q How does the trainee use questioning to help them focus their teaching for different pupils? Are questions planned and used appropriately?</i></p> <p><i>Q Can the trainee explain what impact they have had on pupil achievement?</i></p>	<ul style="list-style-type: none"> <li>• clear introduction and development of ideas matched to pupils' ability level</li> <li>• data is evaluated and acted on in lesson planning.</li> <li>• formative assessment used to establish existing knowledge at start of topic/lesson</li> <li>• questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning.</li> </ul>
<p><b>Guide pupils to reflect on the progress they have made and their emerging needs</b></p> <p>(cross reference)</p> <p>⇔ 6 (self and peer assessment)</p>	<p><i>Q How has the trainee planned for progression within the relevant programme of study / in the core areas and foundation subjects?</i></p> <p><i>Q What strategies has the trainee used to scaffold learning effectively?</i></p> <p><i>Q Can the trainee explain why they have identified particular learning objectives for particular lessons/schemes of work? Does this reflect prior attainment, appropriate challenge, awareness of wider factors that may influence learning?</i></p>	<ul style="list-style-type: none"> <li>• give timely feedback to the learners.</li> <li>• demonstrate that they have an understanding of how learners learn.</li> <li>• use pupil self assessment &amp; peer assessment techniques.</li> <li>• use strategies to encourage the learners to reflect on the learning process.</li> <li>• involve pupils in target setting.</li> </ul>
<p><b>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b></p> <p>(cross reference)</p> <p>⇔ 5 (adapt teaching)</p>		<ul style="list-style-type: none"> <li>• demonstrate and understanding of learning theories and pedagogies.</li> <li>• evidence of how pedagogical knowledge informs planning.</li> <li>• demonstration of the use of pedagogical learning in lessons</li> <li>• able to articulate why and how scaffolding is used.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>2. Promote good progress and outcomes by pupils (continued)</b>		
<p><b>Encourage pupils to take a responsible and conscientious attitude to their own work and study.</b></p>	<p><i>Q How has the trainee sought to encourage pupils to take responsibility for their work?</i></p>	<ul style="list-style-type: none"> <li>• use peer assessment and marking to get pupils to reflect on their own progress</li> <li>• guides pupils to set own targets for learning based on self reflection</li> <li>• builds pupils' self evaluation into lesson planning</li> </ul>
<b>3. Demonstrate good subject and curriculum knowledge</b>		
<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>(cross reference)</p> <p>⇔ 2 (promote progress)</p> <p>⇔ 4 (foster curiosity)</p>	<p><i>Q Has the trainee completed subject knowledge audits, identified targets and acted on them?</i></p> <p><i>Q Does the trainee have secure subject knowledge and how effectively does the trainee use this to provide clear explanations in the classroom?</i></p> <p><i>Q Does the trainee plan to tackle misconceptions?</i></p> <p><i>Q Is the trainee able to use curriculum specifications and guidance to inform their planning and teaching?</i></p>	<ul style="list-style-type: none"> <li>• demonstrate a secure pedagogical knowledge and understanding in the subject area(s).</li> <li>• make very few mistakes in subject knowledge within planning and in lessons.</li> <li>• understand how to scaffold a learning journey.</li> <li>• know of some common misconceptions in their subject area and demonstrate how to deal with them.</li> <li>• demonstrate confidence in answering learners' questions.</li> </ul>
<p><b>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</b></p>	<p><i>Q To what extent does the trainee foster pupils' appreciation of the subject being taught? Does the trainee encourage pupils to engage critically with the learning and the subject?</i></p> <p><i>Q To what extent is the trainee aware of traditions of pedagogy related to phase and / or subject communities of practice?</i></p> <p><i>Q To what extent does the trainee enable pupils to engage in sustained enquiry over time?</i></p>	<ul style="list-style-type: none"> <li>• lesson planning demonstrates secure knowledge and understanding of teaching requirements from subject syllabus or National Curriculum.</li> <li>• demonstrate awareness of initiatives within subject area/phase and critical use of them.</li> <li>• demonstrate an understanding of the changes to the qualifications at KS1, KS2 or KS3, GCSE, A-level and other qualifications.</li> <li>• attend tutorials and/or CPD opportunities on subject knowledge enhancement.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>3. Demonstrate good subject and curriculum knowledge (continued)</b>		
<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>(cross reference)</p> <p>⇔ 2 (promote progress)</p>	<p><b>Q</b> <i>Is the trainee aware of the difference between standard English and vernacular forms? Do they know when and how to use this in their teaching?</i></p> <p><b>Q</b> <i>How well does the trainee appreciate and respond to the language demands of their teaching?</i></p> <p><b>Q</b> <i>How does the trainee plan to develop pupils' language through teaching reading, writing, speaking and listening? Is this assessed?</i></p> <p><b>Q</b> <i>Does the trainee understand how pupils make progress in SSP? Are they able to plan systematically for such progress?</i></p>	<ul style="list-style-type: none"> <li>• identify literacy &amp; numeracy development opportunities in their planning.</li> <li>• use of ICT for reports, tracking and intervention.</li> <li>• lesson plans, schemes of work, records of assessments &amp; evaluations, &amp; teaching resources may provide examples of a trainees' ability to design opportunities for learners to develop the key skills of literacy,.</li> <li>• use of guided reading, text analysis and learning of key subject specific language.</li> <li>• model and teach pupils the skills of data analysis, graphing and other mathematical skills where appropriate.</li> <li>• awareness of conventions used across the curriculum regarding literacy,</li> </ul>
<p><b>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b></p> <p><b>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</b></p>	<p><b>Q</b> <i>Is the trainee able to articulate phonemes accurately?</i></p> <p><b>Q</b> <i>How effectively does the trainee make links between discrete phonics &amp; language use in other subjects?</i></p> <p><b>Q</b> <i>Is the trainee able to explain the role of phonics in the teaching of reading?</i></p> <p><b>Q</b> <i>Can the trainee use appropriate vocabulary for developing mathematic understanding?</i></p> <p><b>Q</b> <i>To what extent does the trainee seek to use stimulating and engaging resources to teach number?</i></p>	<ul style="list-style-type: none"> <li>• able to explain the broad principles of the use of systematic synthetic phonics</li> <li>• uses systematic synthetic phonics with one to one learners (SEN, dyslexic pupils etc.)</li> <li>• can articulate an understanding of basic mathematical learning strategies for learners</li> <li>• articulates mathematical methodologies to pupils in class, small group and one to one learners where appropriate</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>4. Plan and teach well structured lessons</b>		
<p><b>Impart knowledge and develop understanding through effective use of lesson time</b> (cross reference)</p> <p>⇨ 2 (promote progress)</p> <p>⇨ 3 (accurate subject knowledge)</p>	<p><b>Q</b> <i>Can the trainee ensure pupils make progress in understanding key concepts and skills in the subject area being taught? Do they understand progression? Can they sequence activities to secure progression?</i></p> <p><b>Q</b> <i>Is the trainee able to plan and justify a sequence of lessons / medium term plan?</i></p>	<ul style="list-style-type: none"> <li>actively promotes pupil-pupil and pupil-teacher dialogue</li> <li>trainee explanations to pupils are clear and well structured</li> <li>lessons are timed and timings are shared with the pupils</li> </ul>
<p><b>Promote a love of learning and children's intellectual curiosity</b> (cross reference)</p> <p>⇨ 3 (foster interest)</p>	<p><b>Q</b> <i>To what extent is the trainee able to ensure pupils are engaged in activities?</i></p> <p><b>Q</b> <i>Is the trainee able to explain key content clearly and accessibly?</i></p> <p><b>Q</b> <i>How does the trainee communicate enthusiasm / passion for what is being learned?</i></p>	<ul style="list-style-type: none"> <li>pupil voice comments indicate positive response to teaching and learning in trainee's lessons</li> <li>pupils are engaged in their learning during lessons</li> <li>pupils demonstrate eagerness to articulate their learning</li> <li>pupils ask interesting questions related to lesson content</li> </ul>
<p><b>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b></p>	<p><b>Q</b> <i>Does the trainee use a variety of teaching and learning strategies to stimulate learning?</i></p> <p><b>Q</b> <i>Does the trainee plan homework as an integral part of their medium term planning? Is the homework appropriate to the needs and abilities of the pupils? Does the trainee follow up and use the homework?</i></p>	<ul style="list-style-type: none"> <li>set homework appropriate to the level of the learners.</li> <li>design homework to take advantage of the school's extended services</li> <li>assess, mark and record the homework in line with the school/department homework policy</li> <li>take account of the role of parents and carers in supporting learners when setting homework</li> </ul>
<p><b>Reflect systematically on the effectiveness of lessons and approaches to teaching</b> (cross reference)</p> <p>⇨ 2 (promote progress)</p> <p>⇨ 6 (assessment)</p>	<p><b>Q</b> <i>Has the trainee had opportunities to extend classroom learning with out of school learning? If not, can they suggest ways in which this might happen in relation to their own teaching?</i></p> <p><b>Q</b> <i>Does the trainee routinely evaluate their teaching? What strengths and areas for development has this process identified? How has this informed subsequent planning?</i></p>	<ul style="list-style-type: none"> <li>trainee evaluations are completed and contain targets for improvement</li> <li>observe other ITT trainees' lessons and provides feedback</li> <li>video lesson and review with mentor and/or co-coach partner</li> <li>observe other ITT trainees' lessons and provides feedback</li> <li>video lesson and review with mentor and/or co-coach partner</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>4. Plan and teach well structured lessons (continued)</b>		
<p><b>Contribute to the design and provision of an ngaging curriculum within the relevant subject area(s).</b></p> <p>(cross reference)</p> <p>↔ 2 (set high expectations)</p>	<p><b>Q</b> <i>Has the trainee had the opportunity to contribute to departmental level curriculum planning? If so, how has the contribution supported developments? If not, how can they be encouraged to become involved?</i></p>	<ul style="list-style-type: none"> <li>• contributes to department short term planning or schemes of work</li> <li>• contribute resources and ideas to department shared lesson plans</li> <li>• develop materials for inclusion on the VLE</li> <li>• support subject pupil mentoring programme</li> <li>• deliver subject enhancement or revision sessions.</li> </ul>
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>		
<p><b>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b></p>	<p><b>Q</b> <i>How does the trainee's planning refer to individuals and groups of pupils' learning needs? Do they know what their pupils already know and are able to do? Are they aware of IEPs, language assessments etc?</i></p> <p><b>Q</b> <i>Do learning objectives reflect the needs and abilities of the class? How do pupils know what is expected of them?</i></p> <p><b>Q</b> <i>How does the trainee use children's prior knowledge in their teaching? Are they able to plan to do so, and to do this effectively?</i></p>	<ul style="list-style-type: none"> <li>• use differentiation to support learners' varying needs</li> <li>• plan lessons to incorporate different learning styles.</li> <li>• plan for use of support staff.</li> <li>• evidence of use of a number of differentiation strategies.</li> <li>• use prior attainment data to inform differentiation</li> </ul>
<p><b>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</b></p> <p>(cross reference)</p> <p>↔ 1 (challenge)</p> <p>↔ 2 (promote progress)</p>	<p><b>Q</b> <i>Is the trainee able to explain how particular lessons provide appropriate challenge and support? How do they use a variety of strategies for differentiation? Can they explain why specific strategies are being used?</i></p> <p><b>Q</b> <i>Can the trainee explain relevant factors that might inhibit learning for the pupils being taught? Can they devise strategies to overcome these factors?</i></p> <p><b>Q</b> <i>Does the trainee's lesson plans / medium term plans incorporate appropriate models of progression?</i></p>	<ul style="list-style-type: none"> <li>• have an understanding of the role of a form tutor.</li> <li>• evidence of shadowing of a form tutor.</li> <li>• make a visit with an EWO</li> <li>• evidence of an understanding of the role of extended services.</li> <li>• sit in pupil interviews with pastoral tutors</li> <li>• attend a SEN pupil review meeting</li> <li>• evidence of use of SEN register in planning.</li> <li>• articulate the needs of different pupils groups i.e. SEN, G&amp;T etc.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>5. Adapt teaching to respond to the strengths and needs of all pupils (continued)</b>		
<p><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> <p>(cross reference)</p> <p>⇔ 2 (promote progress)</p> <p>⇔ 7 (appropriate behaviour management)</p>	<p><i>Q When evaluating lessons is the trainee aware of the levels of engagement and attainment of different groups and individuals?</i></p> <p><i>Q How does the trainee seek to actively engage all pupils in the learning? Is this effective?</i></p>	<ul style="list-style-type: none"> <li>• when interacting with children trainee shows sensitivity to social background, ethnicity and religious beliefs.</li> <li>• lesson planning takes account of SEAL</li> <li>• lesson planning addresses the development of PSLT skills.</li> <li>• demonstrate that they can get an accurate picture of learners from pastoral information and pupil level data.</li> </ul> <ul style="list-style-type: none"> <li>• show in lesson plans awareness of "How needs might be met."</li> <li>• prepare/use differentiated resources.</li> <li>• selection of resources, examples, analogies which promote inclusion e.g. cultures/gender</li> <li>• account taken of different abilities and backgrounds.</li> <li>• references to pupils' individual learning plans, targets and records of progress.</li> <li>• evaluations of strategies used.</li> </ul>
<p><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> <p>(cross reference)</p> <p>⇔ 2 (promote progress)</p>		

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Scope	Areas for discussion	Examples of Evidence
<b>6. Make accurate and productive use of assessment</b>		
<p><b>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b></p> <p>(cross reference)</p> <p>⇨ 3 (understand curriculum)</p>	<p><i>Q Does the trainee understand the statutory assessment requirements in their phase / subject / context?</i></p> <p><i>Q How does the trainee use assessment guidance / frameworks / specifications to help them in their planning? How do they incorporate this into their teaching?</i></p> <p><i>Q What has the trainee learned from marking and moderation experience? How does this inform their practice?</i></p>	<ul style="list-style-type: none"> <li>• use of unit tests and mock exams to provide formative feedback.</li> <li>• oversee, or share in, coursework support.</li> <li>• mark exams/coursework collaboratively with host teacher.</li> <li>• use of past SAT questions in lessons/homework.</li> <li>• plan the use of appropriate level/grade of work (differentiation).</li> <li>• teach the skills and terminology required for formal assessment.</li> </ul>
<p><b>Make use of formative and summative assessment to secure pupils' progress</b></p>	<p><i>Q Does the trainee keep detailed and up to date records of assessment? How does the trainee use this information to inform their planning, teaching and subsequent assessment?</i></p> <p><i>Q Are books regularly marked? Does the marking support progress and do pupils have opportunities to engage with and respond to marking comments?</i></p>	<ul style="list-style-type: none"> <li>• marking &amp; levelling of written work tasks.</li> <li>• uses question and answer to gauge learning.</li> <li>• observes pupils in activity &amp; makes some appropriate response e.g. immediate action, recording of observations.</li> <li>• gives effective feedback to pupils</li> <li>• plans for use of written assessment</li> <li>• plans to use appropriate AfL strategies.</li> <li>• monitor &amp; assesses over time—recording progress/lack of progress.</li> <li>• employ effective plenary to review learning.</li> </ul>
<p><b>Use relevant data to monitor progress, set targets, and plan subsequent lessons</b></p> <p>(cross reference)</p> <p>⇨ 2 (build on prior knowledge)</p> <p>⇨ 5 (adapt teaching)</p>	<p><i>Q Does the trainee use a variety of formative assessment strategies? Can they justify why specific strategies are being used?</i></p> <p><i>Q How does the trainee use assessment to form a view of pupils' learning? How do they use this information within lessons and to review plans between lessons?</i></p>	<ul style="list-style-type: none"> <li>• uses setting's records to identify any SEN / G&amp;T within their teaching groups.</li> <li>• awareness of average level of group &amp; spread of levels within group.</li> <li>• can access specific data for their teaching groups</li> <li>• demonstrates and understanding of how to analyse data to inform planning</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>6. Make accurate and productive use of assessment (continued)</b>		
<p><b>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</b></p>	<p><i>Q Does the trainee build in opportunities for peer and self assessment? Do they enable pupils to effectively reflect on learning and progress? How do they ensure pupils know what success looks like?</i></p> <p><i>Q Can the trainee make use of appropriate support to set appropriate targets and monitor progress?</i></p>	<ul style="list-style-type: none"> <li>• marks work and uses various ways of communicating outcomes to pupils.</li> <li>• demonstrate that they have an understanding of how learners learn.</li> <li>• use pupil self assessment &amp; peer assessment techniques.</li> <li>• use above strategies to encourage the learners to reflect on the learning process.</li> <li>• involve pupils in target setting.</li> </ul>
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>		
<p><b>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</b></p> <p>(cross reference)</p> <p>⇨ 1 (model behaviour)</p> <p>⇨ 8 (contribute to ethos)</p>	<p><i>Q How does the trainee use the school's policy on behaviour? How does the trainee use school systems to follow up behaviour issues e.g. rewards, sanctions, referrals?</i></p> <p><i>Q Does the trainee use a variety of behaviour management strategies in their teaching? Why do they use some strategies and not others?</i></p> <p><i>Q What does the trainee perceive as the main behaviour challenges in their teaching? What are they doing to address these?</i></p> <p><i>Q To what extent has the trainee established consistent and effective systems? In which areas have they made progress? Which areas need to be further developed?</i></p> <p><i>Q What strategies has the trainee used to establish good relationships with pupils? To what extent have these been successful?</i></p> <p><i>Q To what extent does the trainee consider classroom management issues when selecting learning activities, organising groups and selecting resources?</i></p>	<ul style="list-style-type: none"> <li>• use school's/setting's own behaviour policy.</li> <li>• use a Positive Behaviour system to facilitate effective learning.</li> <li>• use seating plans and planned working groups.</li> <li>• ensures students are attentive at the start of lessons.</li> <li>• demonstrate graded responses to behaviour problems.</li> <li>• tasks set match the learners' ability range, and have appropriate level demand.</li> </ul>
<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><i>Q What strategies has the trainee used to establish good relationships with pupils? To what extent have these been successful?</i></p> <p><i>Q To what extent does the trainee consider classroom management issues when selecting learning activities, organising groups and selecting resources?</i></p>	<ul style="list-style-type: none"> <li>• a range of behaviour management strategies are used.</li> <li>• varies tone of voice and uses non-verbal communication.</li> <li>• set high expectations and enforce these consistently through effective communication to pupils.</li> <li>• consistently apply sanctions.</li> <li>• use differentiation to support learners' varying needs</li> <li>• plan lessons to incorporate different learning styles.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>7. Manage behaviour effectively to ensure a good and safe learning environment (continued)</b>		
<p><b>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</b></p> <p>(cross reference)</p> <p>↔ 4 (plan effectively)</p> <p>↔ 5 (adapt teaching)</p>	<p><b>Q</b> <i>What challenging incidents has the trainee been involved in? Are they able to identify learning points from these incidents?</i></p> <p><b>Q</b> <i>To what extent does the trainee provide clear instructions in class relating to their expectations of pupil behaviour?</i></p> <p><b>Q</b> <i>Does the trainee follow up instructions with positive reinforcement to promote a positive classroom ethos?</i></p> <p><b>Q</b> <i>How well does the trainee work with other adults to promote good behaviour e.g. staff / parents?</i></p>	<ul style="list-style-type: none"> <li>• lesson plans, observations and pupils progress show trainee can motivate and engage learners</li> <li>• attention can be achieved and maintained</li> <li>• class can be settled again after noisy activity</li> <li>• transitions between learning activities are managed effectively</li> <li>• good purposeful atmosphere achieved</li> <li>• practical activities are appropriate and managed effectively</li> </ul> <ul style="list-style-type: none"> <li>• ensure students are attentive at the start of lessons.</li> <li>• use appropriate language.</li> <li>• give clear instructions.</li> <li>• avoid confrontation and being drawn into an argument when disciplining young people.</li> <li>• vary style with different audiences.</li> <li>• use non-verbal communication.</li> </ul>

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Scope	Areas for discussion	Examples of Evidence
<b>8. Fulfil wider professional responsibilities</b>		
<p><b>Make a positive contribution to the wider life and ethos of the school</b></p> <p>(cross reference)</p> <p>↔ 1 (model behaviour)</p>	<p><i>Q How has the trainee participated in the wider life of the school, beyond classroom teaching?</i></p> <p><i>Q Is the trainee aware of other colleagues in the school who can support them? Do they know when it is appropriate to approach them and what support they can offer?</i></p> <p><i>Q Does the trainee understand how the school is supporting individuals with SEN, EAL or other additional needs? Are they aware of pupils who are 'at-risk'?</i></p>	<ul style="list-style-type: none"> <li>• participate in a visit or visits.</li> <li>• attendance at and contributions to parents evenings</li> <li>• after school involvement in clubs and societies (e.g. music, drama, sports, STEM clubs etc.)</li> <li>• involvement in form/tutor group activities</li> <li>• organise pupil voice/focus groups to gather data for school/assignments</li> </ul>
<p><b>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b></p>	<p><i>Q To what extent is the trainee able to establish positive working relationships with support staff, other teachers and senior teachers?</i></p> <p><i>Q How successfully has the trainee integrated themselves into staff teams in the school?</i></p>	<ul style="list-style-type: none"> <li>• consult with pastoral staff and SENCO to gain an insight into the pupils they teach</li> <li>• know who the named child protection person is within the school and follow policy relating to child protection</li> <li>• work within in a group – shared planning</li> <li>• contribute to meetings</li> <li>• work with a partner in a paired placement</li> <li>• participation in a co-coaching arrangement</li> <li>• participation in joint planning.</li> </ul>
<p><b>Deploy support staff effectively</b></p> <p>(cross reference)</p> <p>↔ 2 (promote progress)</p>	<p><i>Q How well does the trainee engage in mentoring and coaching relationships? How do they manage feedback? Can they use such relationships to make progress?</i></p> <p><i>Q What action has the trainee taken to improve their teaching e.g. accessing CPD?</i></p>	<ul style="list-style-type: none"> <li>• make full and planned use of paired placement partner.</li> <li>• plans collaboratively to work with a teaching assistant.</li> <li>• ensure that materials for lessons are prepared in detail and shared with colleagues (technicians) in good time.</li> <li>• knows the needs of pupils in the class and directs support staff to work with pupils as appropriate.</li> </ul>

## Teaching & Learning

Scope	Areas for discussion	Examples of Evidence
<b>8. Fulfil wider professional responsibilities (continued)</b>		
<p><b>Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</b></p> <p>(cross reference)</p> <p>⇨ 2 (be accountable for pupils' attainment)</p>	<p><b>Q</b> <i>What does the trainee understand about the role of parents in the phase they are teaching? To what extent is working with parents an effective feature of their practice? Are they able to identify challenges and further opportunities to engage positively with parents?</i></p> <p><b>Q</b> <i>Has the trainee prepared progress reports for pupils and attended parent evenings? Can they reflect on these experiences to identify suggestions for good practice?</i></p>	<ul style="list-style-type: none"> <li>• demonstrate that they are a reflective practitioner.</li> <li>• evaluate lessons accurately.</li> <li>• shares evaluation of lessons, and is consistent with colleagues' judgements</li> <li>• actively seeks ways of improving their practice.</li> <li>• demonstrates that evaluation leads to improvements in lesson planning and classroom practice</li> <li>• make effective use of feedback (from their mentors) to identify personal targets for their Induction year</li> <li>• engage positively in mentor feedback sessions</li> <li>• demonstrate that they are open to advice, and respond positively to criticism</li> <li>• evaluate and act on advice and suggestions</li> <li>• demonstrate that feedback informs developments in their professional practice.</li> </ul>
<p><b>Communicate effectively with parents with regard to pupils' achievements and well-being.</b></p>		<ul style="list-style-type: none"> <li>• communicate with parents about pupils' learning either verbally or through written communication.</li> <li>• use appropriate language.</li> <li>• vary style with different audiences.</li> <li>• attend a parents evening and provide some feedback to the parents</li> <li>• send commendation communication home to parents or carers</li> </ul>

## Personal and Professional Conduct

Standard	Scope
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**Trainees 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.

**Trainees 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.**

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

**Key**

<div style="display: inline-block; width: 15px; height: 15px; background-color: #FF9999; margin-bottom: 5px;"></div> Professional responsibilities	<div style="display: inline-block; width: 15px; height: 15px; background-color: #99CC99; margin-bottom: 5px;"></div> Behaviour management	<div style="display: inline-block; width: 15px; height: 15px; background-color: #FFFF99; margin-bottom: 5px;"></div> Assessment	<div style="display: inline-block; width: 15px; height: 15px; background-color: #9999CC; margin-bottom: 5px;"></div> Adapt teaching	<div style="display: inline-block; width: 15px; height: 15px; background-color: #99CCFF; margin-bottom: 5px;"></div> Planning	<div style="display: inline-block; width: 15px; height: 15px; background-color: #FF9999; margin-bottom: 5px;"></div> Subject knowledge	<div style="display: inline-block; width: 15px; height: 15px; background-color: #99CC99; margin-bottom: 5px;"></div> Progress and outcomes	<div style="display: inline-block; width: 15px; height: 15px; background-color: #FFCC66; margin-bottom: 5px;"></div> High Expectations
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**Sheffield  
Hallam  
University**

 **Middlesex  
University  
London**

