Appendix X: Guidance Working with the Teachers’ Standards in Initial Teacher Education

1 The purpose of the guidance
1.1 All teachers completing their training on or after 1 September 2012 will be assessed against the Teachers’ Standards formally published in May 2012. The revised standards also apply to newly qualified teachers (NQTs) and they replace the former Core Standards. The introduction of a concise set of standards, applying to teachers at the point of entry to the profession, as well as to experienced practitioners is welcome. An overarching set of standards establishes a platform for the coherent approach to Initial Teacher Education (ITE), induction and continuing professional development (CPD) that the profession aspires to. However, accredited providers of ITE are accountable and responsible for making the professional judgment as to whether each student or trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for QTS at the end of the programme. This guidance has been developed to support a consistent approach to making that judgment.

1.2 The changing context for initial teacher training in England means that schools will assume increased responsibility for all aspects of training and this will change the character of existing ITE partnerships. Therefore the expectations that underlie the judgment for the award of QTS must be articulated clearly to support consistency and confidence in standards of entry to the teaching profession and to ensure equity and entitlement for all trainees, no matter which route they follow to achieve QTS. The ultimate aim is to support the continuing rise in the quality of teaching, which will ultimately enhance the learning outcomes for all pupils.

1.3 The guidance has been produced with these principles in mind through a collaboration between members of UCET (the Universities Council for the Education of Teachers) and NASBTT (the National Association of School Based Teacher Trainers).

2 Using the guidance
2.1 The guidance has been developed as a service to the ITE sector through a collaborative process, involving both HEI-based and school-based providers. It is intended to provide a consistent point of reference for models of formative and summative assessment made at local level and for any additional materials developed to support training for specific age phases, curriculum areas or themes in training including SEN and behaviour.

2.2 The guidance does not detail how specific aspects of achievement may be evidenced but does give prompt questions and potential sources of evidence. In practice this is likely to include classroom observations, lesson plans, teaching files, self-evaluations, profiles, subject knowledge audits, records of feedback, assignments and completed directed tasks.
2.3 The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the standards at least at this level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve good or better outcomes. The ITE training programme must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

2.4 The Teachers’ Standards are not graded. However, for the purposes of quality improvement, and in the context of the inspection of ITE, providers are required to grade trainees. The additional statements in relation to Part One of the Teachers’ Standards set out typical characteristics of the practice of trainees deemed to be good, or of those who achieve the standards at a high level. Good and high achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the Enhancing school experiences in which the training has taken place. Part Two of the Teachers’ Standards relates to personal and professional conduct. Trainees embarking on a programme of ITE will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded but is particularly important particularly in the current climate of radicalisation and safeguarding pupils.

2.5 In using the guidance providers will wish to cross refer to three key documents:

*Teachers’ Standards, DfE, May 2012:* The definitive version of the revised standards to be met by all teachers, which replace the previous QTS, Induction, and Core Standards, and includes an important glossary explaining terminology;

*Initial teacher training (ITT) criteria, The Teaching Agency, March 2012:* This replaces the former ITT Requirements and the ITT Accreditation Criteria from September 2012, and sets out the criteria to which all ITT providers must comply;

*Initial teacher education inspection handbook 2012, Ofsted, June 2012:* This handbook sets out the framework for ITE inspections in England from September 2012. It provides instructions and guidance for inspectors and outlines what ITE partnerships can expect, including guidance for inspectors in making their judgments.

2.6 This guidance document is divided between each of the Teachers’ Standards and for each standard sets out the following:
- Amplification – What kind of behaviours, attributes and skills are associated with each standard? These amplify the standards they are not prescriptive.
- Prompts for discussion – These questions are designed to prompt discussion between mentors and trainees or stimulate self-reflection.
- Possible sources of evidence – Trainees have responsibility and freedom for gathering their own evidence but these might provide some potential examples. Again this is not prescriptive
  - Minimum performance criteria expected of all trainees at the end of their teacher education (a PASS)
  - Good performance criteria which the vast majority of trainees should demonstrate at the end of their teacher education (a MERIT)
  - Higher performance criteria which a good number of trainees are likely demonstrate at the end of their teacher education (a DISTINCTION)
1. Set high expectations which inspire, motivate and challenge pupils

<table>
<thead>
<tr>
<th>Amification</th>
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<th>Possible sources of evidence</th>
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| establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | - 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?  
- How has the Trainee contributed to ensuring the classroom is a stimulating environment? How could they?  
- How has the Trainee ensured tasks are relevant and engaging?  
- How has the Trainee used their knowledge of the pupils to plan to challenge and support?  
- How does the Trainee seek to be a positive role model in class and in the wider school?  
- How does the Trainee seek to enact the school’s policies on inclusion and behaviour?  
- How does the Trainee seek to ensure pupils feel comfortable in lessons and able to contribute?  
- How does the Trainee foster effective collaboration in their classroom? | Planning documents  
- Where appropriate planning includes risk assessment  
- Resources planned to engage and stimulate  
- Activities are planned and are relevant to the pupils  
Reflective Documents  
- Lesson observations reflecting on learning environment  
- Trainee evaluations of classroom management strategies  
- Evaluations differentiate between pupils  
Observations notes from qualified teachers  
- Health and safety risks communicated to the pupils  
- Pupils aware of purpose of the lesson and are on task  
- Communicate high expectations as appropriate to groups of pupils and individual pupils  
- Punctual, well presented, smart  
- Demonstrate enthusiasm for subject  
- Challenge inappropriate behaviour, sexist, racist, homophobic or inappropriate personal comments  
Pupils’ assessment records  
- Evidence of progress over time for individuals  
Directed training tasks  
- Participate in a visit or visits  
- Evidence of engagement with specialist staff (e.g. SENCO, LSA, EAL teachers) |
### 1. Set high expectations which inspire, motivate and challenge pupils

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<tr>
<th>Amification</th>
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<tbody>
<tr>
<td><strong>All trainees to be awarded QTS will have demonstrated as a minimum that:</strong></td>
<td><strong>Trainees achieving the standards at a good level may demonstrate these characteristics:</strong></td>
<td><strong>Trainees achieving the standards at a high level may demonstrate these characteristics:</strong></td>
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<td><strong>They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning.</strong> In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</td>
<td><strong>They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.</strong></td>
<td><strong>They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.</strong></td>
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<td></td>
<td><strong>They are well respected by learners and effectively promote pupils’ resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.</strong></td>
<td><strong>There are high levels of mutual respect between the trainee and pupils. They are very effective in promoting learners’ resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning.</strong></td>
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<tr>
<th>Amplification</th>
<th>Areas for discussion</th>
<th>Evidence for this Standard may be found in:</th>
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</table>
| **A Teacher must promote good progress and outcomes by pupils:** | - Is the trainee aware of actual and expected outcomes for the pupils?  
- How does the trainee seek to use assessment to move pupils’ learning forward?  
- Has the trainee used self and peer assessment? How effective was this?  
- How does the trainee use questioning to help them focus their teaching for different pupils? Are questions planned and used appropriately?  
- Can the trainee explain what impact they have had on pupil achievement?  
- How has the trainee planned for progression within the relevant Programme of study / in the core areas and foundation subjects?  
- What strategies has the trainee used to scaffold learning effectively?  
- 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?  
- How has the trainee sought to encourage pupils to take responsibility for their work? | Planning documents  
- Assessment data is used to inform subsequent planning  
- Medium term and lesson planning shows clear introduction and development of ideas  
- Plan higher order and diagnostic questioning  
- Link learning sequences to scaffold a learning journey within lessons and sequence of lessons  
- Lesson planning takes account of wider objectives, e.g. social and personal skills  
- Lesson plans promote independent and collaborative working  
- Reflective Documents  
- Evaluations build on assessment data  
- Awareness of social and emotional factors & cultural and linguistic factors  
Observations notes from qualified teachers  
- Lesson observations demonstrating clear introduction and development of ideas  
- Questioning builds on answers given and pupils are asked to explain their thinking and reflect on their learning  
- Effective use of plenary activities to reflect on learning  
- Ensure pupils are attentive at the start of episodes and lessons  
Pupils’ assessment records  
- Assessment is undertaken regularly  
- Record-keeping is up to date. |
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<td>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</td>
<td>They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short- and medium-term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning, and they set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.</td>
<td>They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils’ prior attainment, which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</td>
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### 3. Demonstrate good subject and curriculum knowledge

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| **A teacher must demonstrate good subject and curriculum knowledge:** | - Has the trainee completed subject knowledge audits, identified targets and acted on them?  
- Does the trainee have secure subject knowledge and how effectively does the trainee use this to provide clear explanations in the classroom?  
- Does the trainee plan to tackle misconceptions?  
- Is the trainee able to use curriculum specifications and guidance to inform their planning and teaching?  
- 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?  
- To what extent is the trainee aware of traditions of pedagogy related to phase and / or subject communities of practice?  
- To what extent does the trainee enable pupils to engage in sustained enquiry over time?  
- 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?  
- How well does the trainee appreciate and respond to the language demands of their teaching?  
- How does the trainee plan to develop pupils’ language through teaching reading, writing, speaking and listening? Is this assessed?  
- Does the trainee understand how pupils make progress in SSP? Are they able to plan systematically for such progress?  
- Is the trainee able to explain the role of phonics in the teaching of reading?  
- Can the trainee use appropriate vocabulary for developing mathematic understanding?  
- To what extent does the trainee seek to use stimulating and engaging resources to teach number? | Planning documents  
- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.  
- Lesson plans, schemes of work and teaching resources may provide examples of a trainees' ability to design opportunities for learners to develop the key skills of literacy  
Reflective Documents  
- Actively seeks ways of improving their practice including through wider reading and application. Observations notes from qualified teachers  
- The trainee demonstrates a sufficiently secure grasp of the concepts, ideas and principles in their subject(s) to be able to teach the relevant school curriculum in the age ranges they are trained to teach.  
- Use of guided reading, text analysis and learning of key subject specific language  
Pupils’ assessment records  
- assessment incorporates language & literacy learning  
- marking supports language & literacy development  
Directed training tasks  
- Assignments and tasks demonstrate critical evaluation of aspects of the curriculum and pupils' learning as well as deep evaluation of their own work.  
- Up to date subject knowledge audits and action. |
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| They have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners’ common misconceptions. They are able to respond appropriately to subject-specific questions learners ask and they use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons. **In relation to early reading:** all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach. **In relation to early mathematics:** all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach. | They have well-developed knowledge and understanding of the relevant subject/curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons. | They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners’ skills, in communication, reading and writing. **In relation to early reading:** primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach. |}

**In relation to early reading:** primary trainees draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach.

**In relation to early mathematics:** primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.
### 4. Plan and teach well-structured lesson

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| **A teacher must plan and teach well-structured lessons:**                  | - 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?  
- Is the trainee able to plan and justify a sequence of lessons / medium term plan?  
- To what extent is the trainee able to ensure pupils are engaged in activities?  
- Is the trainee able to explain key content clearly and accessibly?  
- How does the trainee communicate enthusiasm / passion for what is being learned?  
- Does the trainee use a variety of teaching and learning strategies to stimulate learning?  
- 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?  
- 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?  
- Does the trainee routinely evaluate their teaching? What strengths and areas for development has this process identified? How has this informed subsequent planning? | Planning documents
- Sets challenging objectives based on prior evaluations  
- Lesson plans show increasingly varied approach to assessment, differentiation and group work etc  
- Design lessons that build on pupils' interests  
- Set homework appropriate to the level of the learners  
- Design homework to take advantage of the School's extended services  
- Take account of the role of parents and carers in supporting learners when setting homework  
- Medium, term and lesson planning demonstrates secure knowledge and understanding of teaching requirements from curriculum or exam specification  
Reflective Documents
- Evaluate practice based on guidance from others.  
- Evaluate lessons consistently with colleagues' judgments  
- Actively seeks ways of improving their practice  
- Demonstrate that evaluation leads to improvements in lesson planning and classroom practice  
Observations notes from qualified teachers  
- Demonstrate enthusiasm for subject / teaching  
Pupils’ assessment records  
- Assess, mark and record the homework in line with policy  
- Give timely feedback to the learners. |
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<td>They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners’ progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school’s medium-term plans, schemes of work and curriculum frameworks.</td>
<td>They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</td>
<td>They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</td>
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### 5. Adapt teaching to respond to the strengths and needs of all pupils

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| A teacher must adapt teaching to respond to the strengths and needs of all pupils: | - 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.? | Planning documents  
- Identify learners’ needs including SEN, G&T, EAL, average and spread of prior attainment – differentiated objectives  
- Planning sets challenging objectives based on assessment of learning in previous lessons  
- Select, prepare and use differentiated resources  
- Select resources, examples, analogies which promote inclusion e.g. cultures/gender  
Reflective Documents  
- Evaluations of strategies used and targets for progress  
Observations notes from qualified teachers  
- Engage and retain the active participation of pupils  
- Manage pupil groupings to support inclusion  
- Support individuals who are struggling and need support  
- Extend and challenge high attaining pupils  
- Explain clearly the main learning points, processes or concepts, and conduct a plenary that provides accurate feedback, challenges learners, and helps them to achieve  
- Balance of contribution sought from all pupils  
Pupils’ assessment records  
- References to pupils’ individual learning plans, targets and records of progress  
- Marking recognises individuals’ achievement and sets appropriate targets  
Directed training tasks  
- Awareness of specialist staff / provision  
- Awareness of learning theories, child development, models of progression. |
<p>| - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | - Do learning objectives reflect the needs and abilities of the class? How do pupils know what is expected of them? | |
| - have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | - 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? | |
| - 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 | - 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? | |
| - 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. | - Can the trainee explain relevant factors that might inhibit learning for the pupils being taught? Can they devise strategies to overcome these factors? | |
| | - Do the trainee’s lesson plans / medium term plans incorporate appropriate models of progression? | |
| | - When evaluating lessons is the trainee aware of the levels of engagement and attainment of different groups and individuals? | |
| | - How does the trainee seek to actively engage all pupils in the learning? Is this effective? | |</p>
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<td>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</td>
<td>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</td>
<td>They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.</td>
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### Amplification

**A teacher must make accurate and productive use of assessment:**
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### Areas for Discussion

- Does the trainee understand the statutory assessment requirements in their phase / subject / context?
- How does the trainee use assessment guidance / frameworks / specifications to help them in their planning? How do they incorporate this in their teaching?
- What has the trainee learned from marking and moderation experience? How does this inform their practice?
- 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?
- Are books regularly marked? Does the marking support progress and do pupils have opportunities to engage with and respond to marking comments?
- Does the trainee use a variety of formative assessment strategies? Can they justify why specific strategies are being used?
- 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?
- 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?
- Can the trainee make use of appropriate support to set appropriate targets and monitor progress?

### Evidence for this Standard may be found in:

<table>
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<th>Planning documents</th>
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<tbody>
<tr>
<td>Assess prior knowledge to inform planning of a new topic</td>
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<tr>
<td>Plans for use of summative assessment e.g. written assessment, use of past SAT questions, tests</td>
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<tr>
<td>Plans to use appropriate AFL strategies e.g. traffic lights, whiteboards, open and closed questions, peer and self-assessment, concept maps</td>
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<tr>
<td>Reflective Documents</td>
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<tr>
<td>Data is critically evaluated and informs reflections</td>
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<td>Awareness of how the school uses statistical information and how this relates to the national picture</td>
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<td>Observations notes from qualified teachers</td>
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<td>Teach skills &amp; terminology required for formal assessment</td>
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<td>Uses question and answer techniques to gauge learning</td>
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<td>Pupils asked to explain their thinking behind answers</td>
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<td>Gives effective feedback to pupils, including formative feedback in both verbal and written form</td>
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<td>Use observations, marking, testing and plenaries to obtain data on pupils’ progress</td>
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<td>Learners reflect on learning and set / review targets</td>
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<td>Listen to pupils’ answers and responds in a way that is encouraging and presents challenges</td>
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<td>Pupils’ assessment records</td>
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<tr>
<td>Marking &amp; levelling of written work tasks, moderation</td>
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<tr>
<td>Oversee, or share in, practice ISAs/Coursework</td>
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<td>Use tests and mock exams to provide formative feedback</td>
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<tr>
<td>Monitor &amp; assesses over time —recording progress</td>
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<td>Observes pupils in activity &amp; makes appropriate response e.g. immediate action, recording of observations</td>
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<tr>
<td>All trainees to be awarded QTS will have demonstrated as a minimum that:</td>
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<td>They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils’ work constructively and provide appropriate oral feedback to pupils to help them to make progress.</td>
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### 7. Manage behaviour effectively to ensure a good and safe learning environment

<table>
<thead>
<tr>
<th>Amplification</th>
<th>Areas for discussion</th>
<th>Evidence for this Standard may be found in:</th>
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</table>
| **A teacher must Manage behaviour effectively to ensure a good and safe learning environment:**  
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them  
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  
- 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?  
- Does the trainee use a variety of behaviour management strategies in their teaching? Why do they use some strategies and not others?  
- What does the trainee perceive as the main behaviour challenges in their teaching? What are they doing to address these?  
- 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?  
- What strategies has the trainee used to establish good relationships with pupils? To what extent have these been successful?  
- To what extent does the trainee consider classroom management issues when selecting learning activities, organising groups and selecting resources?  
- What challenging incidents has the trainee been involved in? Are they able to identify learning points from these incidents?  
- To what extent does the trainee provide clear instructions in class relating to their expectations of pupil behaviour?  
- Do trainees follow up instructions with positive reinforcement to promote a positive classroom ethos?  
- How well does the trainee work with other adults to promote good behaviour e.g. staff / parents?  
| Planning documents  
- Use seating plans and planned working groups  
- Plan for use of support staff  
- Plan systems for monitoring and managing behaviour  
- Planning shows awareness of behaviour demands of different teaching approaches?  
| Reflective Documents  
- Reflections analyse behaviour problems and evaluate strategies  
| Observations notes from qualified teachers  
| Use schools’ behaviour policies and procedures  
| Use a range of behaviour management strategies and at a range of levels graded to the problem  
| Communicate high expectations of behaviour within and out of lessons  
| Avoid confrontation and being drawn into an argument when disciplining young people  
| Vary style, tone and language with different audiences  
| Use non-verbal communication  
| Transitions between activities are managed effectively  
| Consult with colleagues e.g. HoD, HoY, SENCO  
| Pupils’ assessment records  
| Keep records of sanctions and rewards  
| Contact parents / guardians is necessary  
| Negotiate individual behaviour targets / strategy  
| Directed training tasks  
| Analysis of critical incidents  
<p>| Discussion of school behaviour policy  |</p>
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<tr>
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<th>Trainees achieving the standards at a high level may demonstrate these characteristics:</th>
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<td>They work within the school’s framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils’ needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.</td>
<td>They work within the school’s framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</td>
<td>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</td>
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### 8. Fulfil wider professional responsibilities

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| **A teacher must fulfil wider professional responsibilities:**  
- make a positive contribution to the wider life and ethos of the school  
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  
- deploy support staff effectively  
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  
- communicate effectively with parents with regard to pupils’ achievements and well-being. |  
- How has the trainee participated in the wider life of the school, beyond classroom teaching?  
- 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?  
- 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’?  
- To what extent is the trainee able to establish positive working relationships with support staff, other teachers and senior teachers?  
- How successfully has the trainee integrated themselves into staff teams in the school?  
- How well does the trainee engage in mentoring and coaching relationships? How do they manage feedback? Can they use such relationships to make progress?  
- What action has the trainee taken to improve their teaching e.g. accessing CPD?  
- 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?  
- Has the trainee prepared progress reports for pupils and attended parent evenings? Can they reflect on these experiences to identify suggestions for good practice? |  
- Planning documents  
- Participation in joint planning  
- Develop and share resources  
- Plan collaboratively to work with a teaching assistant  
- Ensure that lesson are planned in detail and shared with colleagues (e.g. LSA, technicians) in good time  
- Reflective Documents  
- Make effective use of feedback (from their mentors) to identify personal targets during training and for their Induction year  
- Demonstrate they are open to advice and respond positively to constructive criticism  
- Evaluate and act upon advice and suggestions  
- Observations notes from qualified teachers  
- Participate in clubs and extra-curricular activities  
- Take assemblies, form periods, PSHE  
- Consult with pastoral staff and SENCO to gain an insight into the pupils they teach  
- Team teach  
- Contribute to success of paired placement  
- Know the needs of pupils in the class and direct support staff to work with pupils as appropriate  
- Pupils’ assessment records  
- Communicate with parents about pupils’ learning either verbally or through written communication following the school’s policies and procedures. |
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<td>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being. They communicate effectively at set points in the school year, including at parents’ evenings and through written reports. They understand the need to communicate at other points in response to individual pupils’ emergent needs.</td>
<td>They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being. They assume some responsibility for doing so in response to individual pupils’ emergent needs.</td>
<td>They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils’ emergent needs.</td>
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