

Figure 1 Picture of the Newman University Logo



School Experience Assessment Criteria for Newman Trainee Teachers



Academic Year 2020-2021

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Guidance to support assessment for Qualified Teacher Status (QTS)

1. The purpose of this guidance

- a. An overarching set of standards establishes a platform for the coherent approach to Initial Teacher Education, induction and continuing professional development (CPD) that the profession aspires to. Accredited providers of ITE are accountable and responsible for making the professional judgement 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 judgement.
- b. The changing context for initial teacher training in England means that schools have assumed increased responsibility for all aspects of training and this underpins Initial Teacher Education partnerships. Therefore the expectations that underlie the judgement 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 aim is to support the continuing rise in the quality of teaching, which will ultimately enhance the learning outcomes for all pupils.
- c. These guidelines are based upon the principles developed through a collaboration between members of the Universities Council for the Education of Teachers, the National Association of School Based Teacher Trainers and the Higher Education Academy.

2. Using this guidance

- a. The guidance 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 Special Educational Needs and behaviour.
- b. The guidance does not detail how specific aspects of achievement may be evidenced. 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. Some providers may choose to deploy distinctive and innovative means of evidencing achievement. **For this reason the guidance is not prescriptive.**
- c. The statements in the guidance set out the progression of skills, knowledge and understanding typically expected of those working towards the award of QTS. It is assumed that trainees will attain at least the **minimum** standard that can reasonably be expected by the end of programme. **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 Initial Teacher Education training programme is 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, underpinned by the [ITT Core Content framework](#) (Nov 2019) and in line with the [Early Career Framework](#) (January 2019).
- d. **At the end of programme** a judgement is made as to the level of attainment evidenced against each of the Teachers' Standards. The additional statements in the following matrix in relation to Part One of the Teachers' Standards set out typical indicators for those working towards meeting the standards. In addition it outlines the typical characteristics of the practice of trainees deemed to be meeting the minimum expectations, or who achieve the standards at a good or high level. All assessment using the criteria are relative judgements and will be based on regular review of the available evidence to decide which descriptor provides the best fit within the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers' Standards relates to personal and professional conduct.

Using the Assessment Criteria

You should not rely solely on this set of Assessment Criteria for Newman Trainee Teachers when assessing competence against the Teachers' Standards (2012). The criteria should be used formatively on a regular basis to promote an on- going professional conversation about the current level at which a trainee is working. The formative assessments and the final end-of-programme level of progress should be derived from professional judgements supported by evidence against the criteria.

Tracking Trainee Progression

At the end of each School Experience, the trainee, partnership tutor, class teacher or school-based tutor should meet to determine which Standards have been achieved at a level appropriate for the stage of training. The criteria should be used to inform the written comments on the mid-point and end-point reviews. Please note, trainees undertaking SE 1 and 2 can progress as long as they at least demonstrate the typical indicators for trainees who are working towards the minimum requirement for QTS with support during SE1 and increasing independence by the end of SE2.

It is unlikely that a trainee will be totally inside one level or band and professional judgements will be needed in reaching the decision for the overall assessment on the mid-point and end-point reviews.

Mid-Point and End-Point Review

The overall assessment recorded on the mid-point and end-point reviews should reflect the evidence which has been reviewed each week during formal observations and weekly meetings. Trainees' progress is recorded as either ***Below trajectory***, ***On trajectory*** or ***Met standard***. At the end of course review, a final judgement will be made of the trainees' progress: if their practice is judged ***Below standard expected*** they will **not** be recommended for the award of QTS at this time and may require a resit to complete the course; if judged to have ***Met standard at minimum level***, ***Met standard at good level*** or ***Met standard at high level*** they will have passed the work-based element of their course and will be recommended for QTS.

It is important to note that no standard should be recorded as Met if the trainee is still requiring considerable support in that area. In order to meet the Teachers' Standards there needs to be evidence of independent professional practice or understanding.

School Experiences One, Two, Three and Four

Part One: Teaching

Trainees are assessed against all eight standards

TS1: Set High Expectations which inspire motivate and challenge pupils

TS2: Promote good progress and outcomes by pupils

TS3: Demonstrate good subject knowledge and curriculum knowledge

TS4: Plan and teach well-structured lessons

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

TS6: Make accurate and productive use of assessment

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

TS8: Fulfil wider professional responsibilities

Trainees Failing to demonstrate the expected level of progress

Where a trainee fails to meet the expected level of progress set out in the criteria, performance will be distinguished by regular use of the following words or form of words, based upon judgements arrived at over a sustained period –

- Fails To Establish
- Reluctant to
- Lacks An Acceptable
- Limited
- Insufficient
- Frequently Unable
- At Times Does Not Think Through
- Finds It Difficult to
- Shows Little Evidence of
- Problematic
- Struggles to
- Does Not

Part Two: Personal and Professional Conduct

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. Any concerns should be discussed immediately with the trainee, school-based tutor, subject mentor and partnership tutor and appropriate support and guidance given. A trainee who does not demonstrate the required standard after guidance and support has been given will not progress through the school experience and will be required to resit.

Newman Trainees have signed a Professional Code of Conduct and a Code of Practice for School Experience which must be upheld.

TEACHERS' STANDARDS

Preamble

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

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- *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.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded Q.T.S will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
Much of the time, they can engage pupils and demonstrate how they are developing an atmosphere conducive to learning. They are able to develop a rapport with most learners and the majority of pupils are engaged in their learning. They demonstrate respect for pupils and set high expectations, recognising the need to stretch and challenge all pupils. They show an awareness of some strategies to support the learning and progress of underperforming groups and, with support, are beginning to use some of these within their teaching. They are developing professional behaviour and providing a positive role model for pupils in a range of settings. They are developing an enthusiasm for teaching and learning.	They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. 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.	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. 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.	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. 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.

A teacher must:

2 Promote good progress and outcomes by pupils

- *be accountable for pupils' attainment, progress and outcomes*
- *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these*
- *guide pupils to reflect on the progress they have made and their emerging needs*
- *demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching*
- *encourage pupils to take a responsible and conscientious attitude to their own work and study.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They understand how they are accountable for the progress of their pupils and provide constructive feedback that identifies specific areas for children's learning and development. Planning usually takes account of pupils' capabilities and prior achievements. As a result most pupils will make satisfactory progress.</p> <p>They are beginning to support most pupils in reflecting on their learning. With support they plan individual lessons with opportunities for learners to consider and evaluate their progress.</p> <p>With increasing independence they are able to use some appropriate teaching strategies which are informed by how pupils learn and the factors that can affect this.</p> <p>With increasing independence, they plan teaching and learning activities which encourage independent and autonomous learning.</p>	<p>They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the 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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>

A teacher must:

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They demonstrate sufficiently secure knowledge and understanding of the subjects being taught and are able to teach these with increasing confidence.</p> <p>They are developing an awareness of how learning progresses across the subject / curriculum age phases they are training to teach.</p> <p>They are beginning to recognise learners' misconceptions and take account of this in their evaluations and future planning.</p> <p>They are beginning to respond appropriately to subject specific questions and are mostly using subject specific language to address learners' progress.</p> <p>They are beginning to consider developing subject and pedagogical knowledge independently.</p> <p>They model a good standard of oral and written literacy and Standard English and make efforts to promote this with their pupils.</p>	<p>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</p>	<p>They have well-developed knowledge and understanding of the relevant subject/curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. 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.</p> <p>In relation to early reading: primary trainees have a very secure knowledge and understanding</p>	<p>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.</p> <p>In relation to early reading: primary trainees draw on their very strong understanding of synthetic systematic phonics and its</p>

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>All ITE trainee teachers will demonstrate some knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the specific age phases they are training to teach.</p> <p>All ITE trainee teachers will demonstrate some of the principles and practices of teaching and assessing mathematics, and apply these effectively across the specific age phase they are training to teach with groups of children and/or the whole class.</p>	<p>for all learners and begin to build this into lessons.</p> <p>In relation to early reading: all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach. <i>(See Systematic Synthetic Phonics in ITT: Guidance and Support Materials for further information.)</i></p> <p>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.</p>	<p>of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.</p>	<p>role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach.</p> <p>In relation to early mathematics: primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.</p>

A teacher must:

4 Plan and teach well structured lessons

- *impart knowledge and develop understanding through effective use of lesson time*
- *promote a love of learning and children's intellectual curiosity*
- *set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired*
- *reflect systematically on the effectiveness of lessons and approaches to teaching*
- *contribute to the design and provision of an engaging curriculum within the relevant subject area(s).*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They plan learning sequences within lessons using a range of teaching strategies, paying due regard to structure and pace.</p> <p>There is some consideration given to classroom organisation and the use of resources, including adults.</p> <p>They are able to manage transitions between activities effectively and smoothly.</p> <p>They plan and teach learning sequences that engage pupils' interest.</p> <p>They show an awareness of how homework or other out of class work can sustain learners' progress and consolidate learning and with increasing confidence can design and set appropriate tasks independently.</p> <p>They evaluate the impact of their teaching thoughtfully in order to their improve teaching and pupil learning.</p> <p>They make some thoughtful contributions to planning provision for their class/year group.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

A teacher must:

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

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these*
- *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*
- *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.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They know their pupils well enough to recognise the different needs and strengths of individuals and with support are able adapt their planning and teaching to meet the learning needs of most of the pupils they teach.</p> <p>They show a developing understanding of factors that can inhibit their pupils' progress and they take some of these into account in their planning and teaching.</p> <p>Their planning and teaching is usually appropriate for their pupils' stages of physical, social and intellectual development.</p> <p>They are beginning to understand how to support and engage pupils with SEND and recognise role of the SENCO / Inclusion Manager.</p> <p>They have developed some understanding of the needs of any pupils of high ability and/or those with EAL who they teach and are able to engage and support them. They are beginning to evaluate the impact of the adaptations employed on the progress of pupils.</p>	<p>They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential.</p> <p>They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers.</p> <p>They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate.</p> <p>They show awareness of how children and young people develop and take account of this in their teaching.</p> <p>They have some understanding of the challenges and opportunities of teaching in a diverse society.</p> <p>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</p>	<p>They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning.</p> <p>They know how to secure progress for learners and how to identify when groups and individuals have made progress.</p> <p>They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</p> <p>They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	<p>They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups.</p> <p>They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.</p>

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
	Special Educational Needs Disability. 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.		

A teacher must:

6 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.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They have a developing understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach.</p> <p>Their planning has some evidence of the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.</p> <p>With increasing confidence they are using some of 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.</p> <p>They are developing an awareness of how whole school and individual pupil data is used to set targets for groups and individuals.</p> <p>With support from teachers, they monitor pupil progress and maintain accurate records which they use to inform their planning.</p> <p>They mark pupils' work and provide oral and written feedback to pupils to help them to make progress.</p>	<p>They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. 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.</p> <p>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.</p>	<p>They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>	<p>They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress.</p>

A teacher must:

7 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.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They work within the school's framework to use clear rules and routines to manage behaviour in most situations.</p> <p>They are beginning to realise that managing positive behaviour is a result of appropriately planned lessons and the understanding of how barriers to learning have an effect.</p> <p>They seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p> <p>They demonstrate appropriate expectations and have an awareness of an increasing range of appropriate strategies in line with the schools' behaviour management policy.</p> <p>They beginning to apply these appropriately, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning.</p> <p>Their lesson planning, organisation and management and teaching</p>	<p>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</p>	<p>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.</p>	<p>They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. 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 co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
approaches usually results in pupils being engaged in their learning. They have developed appropriate teacher-pupil relationships and with increasing confidence is able to exercise appropriate authority.	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.		

A teacher must:

8 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.*

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
<p>They make some useful contributions to the wider life of the school. They collaborate effectively with colleagues and recognise the contribution that others make to raising attainment.</p> <p>With guidance, they communicate with and begin to direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils.</p> <p>Their evaluations of their practice are constructively critical and they take increasing responsibility for their own professional development.</p> <p>They seek out and are responsive to advice from more experienced colleagues to improve their practice.</p> <p>They recognise the importance of communicating with parents/carers and with support and guidance are able to do this with increasing confidence.</p>	<p>They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively.</p> <p>They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs.</p> <p>They seek out and are responsive to advice from more experienced colleagues. 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</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

Typical indicators for trainees who are working towards the minimum requirement for Q.T.S.:	All trainees to be awarded QTS will have demonstrated as a minimum that:	Trainees achieving the standards at a good level may demonstrate these characteristics:	Trainees achieving the standards at a high level may demonstrate these characteristics:
	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.		

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
- *having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*
- *showing tolerance of and respect for the rights of others*
- *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
- *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.

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

All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and that:

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.

They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.

They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.