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| Target setting support document  Primary and secondary | Introduction  This target document is designed to help your move through the grading matrix by giving suggested targets. The targets under each grade heading are designed to support you moving to the next grade heading. Targets in grade 1 are designed to consolidate and further develop high quality practice. You should use these targets in discussion with your mentor or your own reflection to consider how best to achieve them – these targets are not exhaustive.  The Alliance for Learning SCITT  Qualified teacher status education |

| 1 Set high expectations which inspire, motivate and challenge pupils | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Establish a safe and stimulating environment for pupils, rooted in mutual respect. | Observe more closely your pupils to find out what they know and are interested in.  Establish clear working relationships (class rules: behaviour systems; management strategies) that you can consistently implement  Establish a firm but fair working relationship by establishing (1) clear rules of expectation;(2) consistently modelling through own behaviour;(3) consistent application of rules  Demonstrate consistently a positive attitude to behaviour and learning expected of pupils | Increase your expectations of pupil behaviour to ensure that you consistently implement a - range of behaviour strategies such as-   1. rewards/sanctions; 2. clear learning objectives; 3. group targets and feedback   Increase your expectation of learners' work to ensure all learners make progress through consistent use of clear group targets but also individual targets in… | Ensure your expectations of behaviour are consistently high you should communicate clearly by modelling, teaching, displays and frequent positive reinforcement of acceptable behaviour | Further promote very high expectations of behaviour by enthusing learners to take responsibility for their own actions e.g. role play, modelling good behaviour, taking roles of responsibility |
| b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Begin to set goals that that stretch and challenge pupils  You need to plan in greater detail in order to enable pupils to progress by …  Improving your subject knowledge would help in … | When setting goals differentiate more by….  Concentrate on your subjects in setting goals by …  You need to be aware and begin to… | Increase the use of goals  Reconsider the goals you set…. (class) in.... | Continue to set goals in all subjects and refine them by |
| c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Act as a role model for the pupils through the way you speak to other adults and pupils by not   1. using inappropriate language 2. using inappropriate gestures or being impolite | Act as a good role model for all pupils by conducting yourself as you would expect others to treat you and deal with you. For example- by use of good manners/by being tidy/by dressing in a 'professional' manner/by setting standards of expectations re behaviour | Act as an excellent role model for all pupils and to show other adults a high level of professionalism when interacting with them through communicating clearly and supporting them in their work. | Consistently show a high level of professionalism when dealing with all pupils, staff and members of the public (parents) |

| 2 Promote good progress and outcomes by pupils | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Be accountable for attainment, progress and outcomes of the pupils | Know and understand how to apply school policies relating to … (assessment/subject knowledge/SEND/EAL/Behaviour management)  Develop a knowledge of appropriate level of expectation in...  Be able to identify the progression in learning that ... have made in.... | Develop further ... more individual detail... information about pupil's progress in learning  Continue to develop knowledge about the individual attainment and progress of …  Develop a clear system of communication about pupil attainment that is easily understood by... | Reflect through lesson evaluations upon your teaching and systematically review teaching areas to identify targets for improvement.  Demonstrate through your understanding of policies how to support and manage other adults working alongside you ...  Improve your record keeping to show ... | Develop efficient but effective records to show pupil progress and attainment across all subject areas.  Plan and integrate cooperatively the work of others into your classroom management and organisation  Be able to demonstrate an in depth knowledge of a pupil's attainment and progress. |
| b. be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | Use all the areas of the planning proforma consistently to develop clear lesson structures.  Use assessment data collected (eg work books) to inform your planning by…  Ensure planning is accurate and takes account of all pupil groups | Consistently use the record keeping system to inform planning and pupil progress  Ensure assessment for learning is an integral part of your lessons on a consistent basis | Develop more focused assessment to inform planning....  Use focused assessment to set different expectations for groups.  In (planning/lesson delivery) show how different groups are clearly catered for | Start to develop in practice the concept of personalised learning by focusing on… |
| c. Guide pupils to reflect on the progress they have made and their emerging needs | In planning write clear learning objectives and success criteria to show progress.  Develop a range of strategies (oral/written feedback) to show pupils if they are making progress... | Further develop your subject knowledge to better recognise progress in lessons  Consistently show you are giving feedback to pupils.  Frequently ask pupils to explain their understanding of... | Through clear evidence be able to speak with authority about your pupils' attainment and progress.  Start to give via focused marking developmental feedback  Ensure pupils understand the next steps to learning in… | Start to think through a clear system for giving feedback to pupils that enables them to... |
| d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | Try and use a variety of strategies such as...  Start to use other sources of information to gain a better understanding of the nature of the pupils and their learning needs | Overcome pupils’ barriers to learning by...  Begin to identify in planning and lesson delivery the.... of pupils and how | Systematically check pupil's learning; examples of this are...  Develop a good understanding of how pupils learn and select teaching strategies ... | Be able to orally assess the needs of the pupils across most subjects and articulate these and anticipate this by providing suitable interventions |
| e. Encourage pupils to take a responsible and conscientious attitude to their own work and study | Set clear expectations from pupils about expected standards for …  Model your expectations of pupil activity when introducing their activity/task ...  More consistently engage with pupils about their learning -···  Ensure that pupils are rewarded for effort... | Develop higher expectations for all learners by...  Extend higher achievers by introducing more challenge in...  Consistently reward effort by... | Continue to encourage pupils to work hard by...  By the use of (questions; activity; plenary) challenge pupils to...  Use pupil responses to model for others by... | Continue to have high expectations when introducing pupils to more independent study. |

| 3 Demonstrate good subject and curriculum knowledge | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings. | Develop a better subject knowledge in … by focusing on…  Develop a knowledge of teaching sources that are available to improve your subject knowledge via your own research  To improve your teaching, you should look at how you can turn pupils' misconceptions into successful teaching via seeking guidance. | You need to become more secure in your subject knowledge by... and convey this to the pupils clearly to improve standards  Your subject knowledge is patchy and needs to be secure if you are going to be able to apply it effectively in the context of what pupils need. | You need to widen your knowledge base so that you can demonstrate effectively cross-curricular links between subjects at a higher level and focus on...  You need to demonstrate a high level of understanding and application of the use of cross curricular themes by …  Know clearly what strategies you might use with pupil X. | You need to develop an awareness of the generic key skills that link to subject related skills and be able to apply these. |
| b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | You have a surface knowledge of... but also need to be familiar with... ... and how to apply it...  In your planning you need to make reference to current curriculum standards by...  You have some understanding of the curriculum but need to....  Start by concentrating on the requirements for literacy/articulacy/ Standard English and be able to put these into practice by | Consistently apply your knowledge  Consistently use strategies for …  Try and promote a love of learning by … | Begin to show a high awareness of....  Introduce pupils to meta cognitive activities by… | Work towards an insightful knowledge of... And how it can promote pupil learning... |
| c. 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 | Make better use of your English subject knowledge by …  Begin to use consistently standard English in your teaching by modelling... | Continue to demonstrate high standards of literacy | Continue to demonstrate how high standards can be achieved in English by... | Systemise, to an extent, the strategies you use to promote standard English |
| d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | Develop the knowledge and understanding required to teach phonics by …  Devise more appropriate strategies to develop pupil learning by... | Continue to develop phonic teaching skills by …  Demonstrate a systematic approach to... in a group situation.  Demonstrate a variety of strategies in... | Demonstrate more regularly your ability to teach phonics by...  Create challenging learning opportunities for pupils by... | Consider the role of phonics alongside High Word Frequency as an effective teaching strategy and start to develop practices using both approaches  Challenge pupils by |
| e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Devise appropriate maths activities to develop pupil learning by… | Demonstrate a variety of strategies in ...  Create challenge for pupils by … | Be able to use different strategies in developing this maths concept and demonstrate through… | Challenge pupils by... and through other mathematical learning opportunities |

| 4 Plan and teach well structured lessons | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Impart knowledge and develop understanding through effective use of lesson time. | To plan more effectively by   1. using the planning proforma; 2. ensuring, success criteria and assessment is clearly stated 3. making a direct link between planned activities and resources used.   Plan to develop different teaching approaches to meet individual pupil's needs.  Challenge pupils more by…setting more difficult tasks/different learning objectives/sharper questioning/problem solving  Begin to use the planning document as a tool that is there to help deliver lessons but does not necessarily have to be adhered to during your teaching  With your mentor adapt planning to build on your strengths and develop those areas that need attention (use observations of others) | Although your planning is satisfactory it needs to be more consistent and contain more specific detail in... so that the match of activities and resources to intended outcomes is fully worked out.  In planning, opportunity must be more consistently taken to consider cross curricular links.  In 'personalising' your planning try and meet the needs of all your pupils by clear reflection on previous learning; accurate expectations for the lesson and appropriate support resources.  Plan to include more opportunities for all learners to develop ... skills by   1. giving more focused practice 2. linking to other subject areas.   Be more open to changing your planning and teaching in the light of the progress that is being made by the pupils. eg alter the structure of the lesson; develop a learning point raised by a pupil; allow more time for tasks  Recognise how your teaching has influenced the learning of specific individuals | Review planning more rigorously by being more specific in the review of planning evaluation and being self-critical in its analysis.  Making sure your planning is of a consistent high standard by ensuring-   1. L.O. and success criteria are always clearly defined; 2. learning resources and learning activities are matched carefully; 3. assessment opportunities are manageable.   In planning ensure that you plan consistently for cross curricular links  Plan for activities that use imaginative resources.  You are consistently reviewing your teaching. To develop further now consistently consider the impact your teaching has on learning by   1. learning to justify how changes made to planning show how they enhance pupils’ learning 2. Modify the teaching within lesson to suit the needs of learners | Acknowledging your planning is consistently of a high standard with objectives, activities, resources and out comes all matched well to the needs of the varying groups taught develop further by  (1) modelling All questions for plenaries in the planning  (2) extending the opportunities for pupils to develop JCT skills within lessons through careful planning  (3) refining your planning to encompass the following skills for pupil development-   * thinking * communication * self-management * problem solving |
| b. Promote a love of learning and children’s intellectual curiosity. | Start to use a variety of teaching strategies to take into account the different ways that pupils learn  In planning lessons try to include a ‘wow factor’ at the beginning of the lesson (the hook)  During the course of a lesson think about introducing mini plenaries  Listen carefully to what the pupils are saying and use this as a starting point to develop their interest | Make your lesson objectives more challenging  Engage pupils more fully in their learning by   1. use of interactive displays 2. discussion 3. problem solving   Involve the pupils more in learning by refining your teaching to cater for the needs of groups/individuals  To make your lessons more interesting try something unusual in a lesson & evaluate it | Give the pupils more opportunity to apply their knowledge by encouraging various ways to report back to the class  All the foundations of lesson planning & delivery are now in place start to take more risks in your teaching to make learning more interesting | To involve pupils more in their learning involve them in different work situations – pairs/groups etc  Encourage greater pupil participation by increasing their involvement in establishing the success criteria in a lesson  Set challenging targets in all lessons at all times |
| c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | Set homework on a regular basis and monitor its completion...  Ensure that homework that is set is linked current learning (eg *consolidation* of)  Start to think about the outside environment as a teaching resource and plan it into lessons as appropriate ... | Ensure homework is set in line with school policy consistently  Homework is an opportunity for learning consolidation. Set it linked to targets/learning  Look at how you might use out of school learning to help you in your teaching by... | Consistently use homework as an opportunity to .... consolidate/reinforce/extend existing knowledge  Build in challenge to the pupils by...  On a regular basis plan out-of- class activities which are …. | Homework is well planned but think about more |
| d. Reflect systematically on the effectiveness of lessons and approaches to teaching. | At the end of lessons regularly fill in the SCITT proforma on lesson evaluations. This should help future planning.  Check that you comprehensively plan using the planning proformas.  Begin to use the planning documents as a tool that is there to help deliver lessons but does not necessarily have to be religiously adhered to as a result of your teaching.  With your mentor adapt planning to build on your strengths and develop those areas that need attention/ observe an experienced teacher teach.  Start to use the lesson observation feedback forms as part of the target setting process by. | Consider your current practice and begin to consistently review the impact of your teaching on the pupil's progress.  Be more open to changing your planning and teaching in the light of the progress that is being made by the pupils. For example, if needs be alter the structure of the lesson; develop a learning point that has been raised by a pupil(s); allow more time for tasks.  Recognise how your teaching has influenced the learning of specific individuals. | You are consistently reviewing your teaching. To develop further now consistently consider the impact your teaching has on learning by:   1. learning to justify how changes made to planning show how they enhance pupils' learning. 2. Modify the teaching within lessons to suit the needs of the learners   Begin to use 'risk assessment' procedures for planning a trip out of the classroom.  Plan activities in lessons where you 'teach' in the outside environment. | Begin to ask for regular feedback from the pupils about your 'marking' comments and review how effective they are in helping pupils improve their learning.  Ensure the effect of other adults in the room are also impacting on the progress of all. |
| e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | React positively to targets and other ideas......  Adopt changes suggested by colleagues  Look closely again at your planning and............ | Continue to contribute positively to lessons by...  Try and improve your curriculum delivery by...... | Contribute to planning sessions by...  Begin to accept some curricular responsibility for ...  In your planning make... | Take more risks in introducing…  Contribute to departmental or other planning meetings |

| 5 Adapt teaching to respond to the strengths and needs of all pupils | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Introduce this into lesson planning and delivery so that time is used effectively.  Introduce other strategies to differentiate by | You are beginning to differentiate but now do it consistently.  Continue to try different teaching strategies. | Be consistent in meeting the individual needs of ...  Continue to develop and refine differentiation strategies by | Demonstrate on a regular basis the ability to meet the diverse needs of your pupils successfully |
| b. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Start to ask the question why .... about a pupil's inability to learn  Start to enquire about ways that you can overcome Pupil X’s  barrier to his/her learning  With help try to identify why X .is struggling with learning. | Try to adapt your teaching for........group by ... ......  For pupils with learning difficulties make use of the EHC by .........  Show a greater degree of empathy by ...... | Be able to consistently apply your teaching skills in differentiating between pupils by …  Be able to list and apply teaching strategies suitable for different groups | Be able to demonstrate how you are tackling some of the barriers to learning by …  Be able to discuss the challenges and opportunities of teaching and how these can be accommodated in the daily life of the classroom. |
| c. 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. | Start to look at the class as groups and then to plan to meet their needs by …  Think about the social and physical needs of the class by | Consider further the needs of the pupils by ...  Use your lesson evaluations to create a bank of strategies to use with/by ......  Build on your current understanding of pupil needs by… | Vary your lesson type to cater for pupil development by …  Can consistently identify to other adults the different groups and their learning | Be able to show the development of your pupils by illustrating the stage of their development. eg Physical, social, intellectual, cultural |
| d. 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. | Think about how you can meet all the needs of your class by…  Look at the requirements of the EHC and explore how these can be integrated into learning  How can you explore different teaching approaches to…?  Think about the wealth of information available to you by… | Become more aware of…  Consistently cater for … (group) by …  When teaching … try new strategies like… | Continue to demonstrate and meet via your teaching the needs of…  As well as identifying the needs of all learners demonstrate how this reflects in your teaching  Be able to show how… has progressed over time  Be able to demonstrate with confidence your ability to… | Wherever possible show you are meeting the learning needs of… on a consistent basis  Demonstrate your ability to adapt your teaching by… |

| 6 Make accurate and productive use of assessment | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | Be able to demonstrate class recording and assessment procedures for your subjects  Gain knowledge of local and national data that has been used in the evaluation of the pupils' learning | Be able to demonstrate class recording and assessment procedures for your subjects | Be able to articulate the function of AfL: use periodic and transitional elements of assessment and show it in planning | Be able to demonstrate consistently a full range of AfL elements in planning and teaching  Gain a working knowledge of external examinations |
| b. Make use of formative and summative assessment to secure pupils’ progress | To become aware of all types of assessment strategies  Be able to demonstrate use of AfL- Ls/success criteria. and questioning for assessment | Although assessment is satisfactory to improve you need to:   1. use LO, success criteria, questioning and feedback consistently in all lessons; 2. make more consistent use of formative assessment strategies; 3. Record pupil progress formally by using a record keeping system that reflects the LOs; is informative, clear and concise. 4. start using these records as part of the tracking system to ensure that pupils make progress against learning outcomes   To improve in assessing the learning needs of pupils you need to… | In order to improve further you need to demonstrate that:   1. you use AfL flexibly (varied success criteria for example; also a variety of questioning techniques) and are selective in your use of assessment and recording strategies; 2. you give the pupils an overview of what is being learnt across the whole unit of work; 3. you model the task/ activity consistently to raise pupil awareness of expectations   Write more precise and assessable learning objectives, identify assessment strategies | Start to use the assessment and recording information to set challenging learning objectives as well as consistently monitoring pupil progress  Further develop the use of AFL by   1. developing peer and self-assessment 2. planning rigorously different type of questions to be used in plenaries.eg multiple choice questions that provoke discussion |
| c. Use relevant data to monitor progress, set targets, and plan subsequent lessons. | Be able to keep records Begin to consistently record the assessments of your lessons  Be able to show the link between assessment and subsequent planning  Try to set targets for pupils in work through LOs (with guidance)  Make your target setting realistic by......  Gain knowledge of local and national data that has been used in the evaluation of the pupils' learning  See how this data is used to manage pupils' learning/expectations and raise pupil achievement | Be able to make use of statistical data (e.g. tracking) in helping to differentiate teaching in order to raise achievement  Collect and collate simple statistical information so that planning is mainly referenced to whole school/class/individual targets  Targets that you set need to be consistently realistic and achievable for...  Consistently monitor targets especially with reference to...  Use targets to differentiate work by… | Show high quality recording systems through your monitoring file;  Make adjustments to planning for groups and individuals; setting realistic and achievable targets that all contribute to raising achievement  Consistently make sure that the pupils know their own targets by… | Show consistent use of a high quality recording systems that illustrate the links between planning; assessments; target setting; recording and reporting systems  Make adjustments to planning for groups and individuals; setting realistic and achievable targets that all contribute to raising achievement. |
| d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | Consistently give feedback to pupils about their learning whilst lessons are taking place.  Give written feedback that helps the learner to understand how they have performed and how they can improve further.  Feedback to be ready for the next subject lesson. Make a more consistent approach to AfL and in particular written feedback to pupils  Try to set targets for pupils in work through LOs (with guidance)  Make your target setting realistic by......  Begin to consistently record the assessments of your lessons  Start to work on the previous teaching targets that were set by…  Develop written feedback that is constructive; positive; involves pupil reflection… by providing comments and giving examples of how the work can be improved as appropriate | To improve you are required to show that the feedback you give to pupils is constructive and helps them progress in their learning  Establish regular monitoring and reporting systems so that learners know what are there next targets or steps in learning because of the quality of feedback given | You now need to show that the constructive comments you give to pupils are consistently applied and relevant to their current learning needs  To improve you need to involve learners in identifying their own learning needs through discussion/ involvement in selecting success criteria for lessons/in discussing learning outcomes in plenary session/ in setting their own learning targets | To improve in this area further you need to show that you use assessment to:   1. diagnose learners' needs 2. set challenging but realistic targets for pupil improvement   Establish regular monitoring and reporting systems so that learners know what are there next targets or steps in learning because of the quality of feedback given |

| 7 Manage behaviour effectively to ensure a good and safe learning environment | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. 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 | You need to establish clear guidelines with the pupils for them to follow. These guidelines need to be applied consistently  through …  Make your expectations clear to the pupils by...  Follow the school behaviour management policy and apply it consistently. | Be more specific in stating why pupil behaviour is good or not desirable.  Make sure your expectations are consistently adhered to and in line with school policy.  Try out different control strategies with Pupil X...eg. pair with different pupils; set individual tasks; give precise achievement targets | Widen your range of behaviour management techniques.  Adapt your behaviour management techniques where necessary.  Consider the ways that body language can control pupil behaviour as well as the use of your voice  Plan and contribute to lesson planning with others on a regular basis. | Having established good classroom discipline explore strategies and techniques for making pupils more independent as learners by   1. reviewing your teaching methods; 2. by giving them increased responsibility for their learning through problem solving challenges and investigations 3. raising the level of expectation through focused feedback to pupils who are meeting your expectations |
| b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | Consistently set clear expectations of behaviour by...  Ensure that the class rules are adhered to by  Consider the use of ...praise  Think about how you wish the pupils to respond to your teaching in the way they present activities.  Develop a clear plan on which to base your lessons; eg main teaching session; reinforcing of learning objectives; mini plenary | You have established a group of basic strategies for teaching and behaviour management. You now need to add more and begin to adapt these to… | You show good knowledge/understanding across a broad range of teaching and learning and behaviour management strategies. You now need to be able to articulate these clearly making the links between each explicitly | You need to develop consistently extension activities for the learning groups in your class by… |
| c. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | Develop a clear plan on which to base your lessons; then layer each part of the plan e.g. main teaching session in a lesson chunk; reinforcement of learning objectives  Think about more than one behaviour management strategy and how you might implement these in the classroom- some might be indirect by 'chunking' lessons better to keep pupil attention; others might be to have formal praise /reward structures.  Ensure boundaries are clear… | You now need to focus on different groups(differentiation)  and begin to plan for individual learners by…  Plan to give pupils a greater range of learning opportunities by… | You need to be able to begin to demonstrate and talk about personalized learning strategies on a consistent basis across all groups | You need to practice consistent 'small step' learning for lower achievers |
| d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | Learn to listen to….  Start to find out about pupils as people by...  Be clear in your own mind of the school rules and how to apply them fairly ….  Be more assertive when ….  Think of ways to create a more positive learning environment and how you can | Monitor the classroom 'buzz' closely so that timely interventions can take place to...  You have established a pattern of discipline- now apply it consistently  Think of ways you can engage the pupils in their wider learning by…  Think of how you can create a fair learning environment by… | How can you make the relationships you have established in the class stronger by...?  Ensure the systems that you use for intervention are... ...  Think about the learning environment to...  How do you think you can minimise the impact of bad behaviour that occasionally occurs by…?  Vary the tone & language you use to cater consistently for all learners | Develop the ability to discuss/pronounce on the link between learner's behaviour and their involvement in learning.  Continue to develop the use of your voice by...  Experiment using different teaching styles, for example |

| 8 Fulfil wider professional responsibilities | | | | |
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|  | 4 – Inadequate | 3 – Requires improvement | 2 – Good | 1 - Outstanding |
| a. Make a positive contribution to the wider life and ethos of the school. | Become more aware of the context in which the school works | Support an extracurricular activity | Contribute to school life by supporting after school events, school trips  Regularly support extracurricular activities | Explore the different learning communities in the educational environment and how they can be of use to you |
| b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. | Get to know how other colleagues might help you in:   1. Your teaching 2. Preparing work for individual pupils   To begin to collaborate and cooperate with professionals in the school by:   1. liaising with mentors 2. talking to other staff in the school 3. reading the T&L policy | Engage the teaching assistant and others (eg lunchtime supervisor, support staff) in the work of the classroom  On a regular basis, where appropriate, engage with the parents in the class.  Where possible engage others in the support of teaching & learning. e.g. cross curricular or other members of staff  To actively share/receive advice or give information to colleagues. For example,   1. by joint planning with others 2. by attending meetings 3. by enacting on advice given 4. by beginning to involve them in lesson delivery | Where possible engage others in the support of teaching & learning. e.g. cross curricular or other members of staff  Maximise the opportunities to collaborate with others  In dealing with others be consistently professional by... | To demonstrate working cooperatively with others by contributing to:   1. school planning development 2. taking a class assembly 3. running an extra curriculum activity with help |
| c. Deploy support staff effectively. | Plan for TAs in your lesson | Engage in professional discussion about lessons with TAs and… | Engage more regularly in professional discussion about lessons with TAs and … | Make best use of support staff through individual planning for their support and activities |
| d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Take more responsibility for you   1. teaching 2. planning 3. assessment 4. recording   by using the planning proforma to support your work  Begin to evaluate your   1. planning 2. teaching 3. pupil learning   by completing & sharing lesson planning documents with your mentor  Organise regular extra meeting to monitor | Be regularly proactive in using the expertise of colleagues to assist in developing you own skills by   1. discussion with SENCOs over EHC plans 2. seeking our subject experts to get a whole school perspective 3. taking opportunities for professional development offered 4. involving them in lesson delivery to promote effective learning | Start to evaluate your own competencies and seek active ways to develop yourself as a professional  To conduct a professional discussion with your mentor about your strengths and areas for development in the induction year  Be able to recognise the development you have made by mapping your growing expertise and recognize areas for further development. Be able to articulate these.  To regularly evaluate own planning and lesson delivery by…  To seek out opportunities for professional development by…  To begin to evaluate your own teaching in terms of the grading guidance and hold a professional discussion with your AT or tutor | set your own professional targets (with support) for your continuing professional development/ constantly evaluate your own performance |
| e. Communicate effectively with parents with regard to pupils’ achievements and well-being. | Get to know how other colleagues might help you in…   1. Your teaching 2. Preparing work for individual pupils   So you can begin to communicate with parents | Make use of pupil diaries/planners to communicate with parents  Start to interact with parents when the opportunity arises by…  Develop an understanding of parents'/carers' statutory rights in relation to communicating information. | Keep records of such depth that they can be used as evidence in reporting to parents  Interact with parents on a regular basis by...   1. (Phone/email) conversations 2. use of Homework/reading diary 3. regularly making positive comments-by word of mouth/postcard/sending work home | Demonstrate in particular how parents/carers can help you in your role or can help in the wider educational process |