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| Grading Matrix  For SCITT QTS trainees | Objectives  First class teacher education designed to inspire and develop high levels of personal and professional conduct in teachers who will impact significantly on pupil progress  Alliance for Learning SCITT |

North West Grading Matrix

## Formative use of the grading matrix

The grading matrix should be used to drive formative and developmental discussions about trainee progress. A trainee should discuss progress against the standards on a weekly basis, and highlight agreed progress against the standards on this matrix. This should be done on a fortnightly basis. This grading matrix should then be used to inform the mid-term report and summative report at the appropriate times in the year.

**Guidance notes: Reaching a judgement about a trainee’s attainment**

* The standards provide a benchmark of the minimum requirements for recommendation for QTS that should be expected of trainee teachers.
* The Standard descriptors should be used formatively by those assessing trainees to help track progress against the Standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already meeting the Standard requirements at a ‘high level for QTS’. The Standard descriptors describe the standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS.
* The Standard descriptors are to be used to assess the outcome grade for the trainee at relevant stages using a ‘best fit’ approach. However, all descriptors must be graded 3 (meeting the Standards at a minimum level for QTS) or higher by the conclusion of the training programme for the recommendation of the award of QTS and evidence against the descriptors commensurate with the grade must be provided at each assessed stage.
* Trainees who **Require Improvement (3)**meet the minimum level of practice expected of teachers as defined in the Teachers’ Standards by the end of their training, but their teaching over time is not yet good.
* Trainees who meet the Standards at a **Good (2)** level demonstrate excellent practice in some of the standards for teaching. Much of their teaching over time is good; some is outstanding.
* Trainees who meet the Standards at an **Outstanding (1)** level demonstrate excellent practice in the majority of the standards. Much of their teaching over time is outstanding and never less than consistently good.
* Using the descriptors throughout the programme inevitably means that some trainees are likely to attain lower grades in the early stages. **It is very important that trainees and mentors are clear that this is normal at the earlier stages of training.** However, this approach does provide an opportunity to map the trainee’s progress, highlight priorities for professional development, support target setting and offer the trainee a clear opportunity to reach their potential.
* The ‘how well does the trainee’ questions below the descriptors should be used formatively as the basis of discussions related to trainee progress.

**Guidance for Part two: Personal and Professional Conduct**

* A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher’s career.
* Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day to day basis. ***Please note that additional evidence does not need to be collated for this standard.***

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| **S1** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S1: Set high expectations which inspire,**  **motivate and challenge pupils** | a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. | Unable to establish a safe and stimulating environment to engage pupils’ interest in learning.  No mutual respect to enable pupils to accept and follow leadership and direction.  Requires constant intervention of other professionals to assist in establishing and maintaining a safe and settled learning environment. | Is able to maintain a safe and stimulating environment that will engage and sustain pupils’ interest and learning.  Sufficient mutual respect established to allow for a range of approaches to learning and classroom organization  Demonstrates understanding of strategies to maintain a purposeful and safe learning environment. | Able to adopt and adapt a range of effective approaches to establish a safe and stimulating environment to sustain pupils’ interest in learning.  Mutual respect allows for a range of approaches to learning and classroom organization.  Able to utilise a range of effective strategies to maintain a purposeful and safe learning environment. | Uses innovative and creative approaches to establish a safe and stimulating environment that sustains pupils’ interest in learning.  Mutual respect allows a wide range of approaches to learning and classroom organisation.  Able to demonstrate a wide range of strategies that are innovative and creative to set up and maintain a purposeful, safe learning environment. |
| b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | Requires the persistent support of another professional to set goals that stretch and challenge pupils. | Can set goals that engage and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Consistently sets goals that motivate, enthuse and challenge all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Sets goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. |
| c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | Not able to demonstrate the positive attitudes, values and behaviour expected of pupils. | Is able to demonstrate the positive attitudes, values and behaviour expected of pupils. | Consistently and effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show an impact on the conduct and behaviour of all pupils | Always effectively demonstrates the positive attitudes, values and behaviour expected of all pupils and these show a positive impact on the conduct and behaviour of all pupils |

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| **S2** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S2: Promote good progress and outcomes by pupils** | a) Be accountable for pupils’ attainment, progress and outcomes. | Unable to identify the impact of teaching on pupils’ attainment, progress or outcomes and incapable of explaining how pupils have made progress.  Not aware of school policy or practice. | Can evaluate and communicate the impact of teaching on learning outcomes for groups of pupils.  Shows awareness of school policy and practice. | Communicates informed evaluation of the impact of teaching which highlights the attainment and progress of pupils in most lessons.  Follows school policy and practice. | Systematic, in-depth evaluation of the impact of teaching, takes into account and informs the contributions of others acting in support and enables pupils to make progress in all areas of learning.  Fully understands and is able to model school-level policy and practice and guide other professional colleagues such as teaching assistants.  Provides examples of how sustained progression for all groups of learners has been secured. |
| b) Plan teaching to build on pupils’ capabilities and prior knowledge. | Planning not informed by assessment of pupils’ capabilities and prior knowledge. | Broadly accurate use of evidence gathered on pupils’ capabilities and prior knowledge in the planning of teaching and learning opportunities, so that all groups of learners make progress. | Well informed about the pupils’ capabilities and prior learning, drawing on focused assessment.  Plans are carefully annotated to support progression. | Thorough and detailed understanding of the pupils’ capabilities and prior learning drawn from and based on systematic use of focused assessment.  Plans are differentiated/ personalised. |
| c) Guide pupils to reflect on the progress they have made and their emerging needs. | Unable to identify pupils’ progress  No verbal/written feedback to prompt pupils to reflect on their learning and recognise what they need to do next. | Has an understanding of the progress and emerging needs of pupils.  Can guide pupils to reflect on the progress they have made and their emerging needs. | Has developed a sound understanding of the pupils’ progress and their emerging needs.  Provides frequent, consistent and clear feedback which enables pupils to recognise and explain what they need to do next. | Identifies the personal progress and learning needs of each pupil.  Pupils receive systematic and developmental feedback which enables them to identify and quantify attainment and contribute to longer-term target-setting. |
| d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | No awareness of how pupils learn.  Not able to use targeted interventions to facilitate learning for all groups. Does not adapt teaching to respond to the strengths and needs of pupils. | Can demonstrate a knowledge and understanding of how pupils learn and how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  Can use targeted interventions to facilitate learning. | Has good knowledge and understanding of how pupils learn and a clear recognition of how to deal with barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  Able to use targeted interventions to facilitate learning for all groups. Checks pupils’ understanding and routinely adapts teaching to respond to the strengths and needs of all pupils. | Has detailed knowledge and understanding of how pupils learn and how to overcome potential barriers to learning for all learners including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities.  Consistently able to use well-targeted interventions to secure learning for all groups. Systematically and effectively checks learners’ understanding, anticipating and enacting where intervention is needed. |
| e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. | Not making clear the expectations for the pupils’ attitude to work. | Can set expectations for pupils that lead to responsible and conscientious attitudes to work and study. | Sets high and at times challenging expectations for responsible and conscientious attitudes to work and study which are consistently reflected in the pupils’ responses. | Pupils’ are motivated to meet high and challenging expectations for responsible and conscientious attitude to work and study. |

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| **S3** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S3: Demonstrate good subject and curriculum knowledge** | a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | Requires significant and constant support with subject and curriculum knowledge when planning lessons in order to meet the needs of their pupils.  Unable to maintain any pupil interest due to lack of subject knowledge and inability to address misunderstandings. | Appropriate subject knowledge in relation to their specific subject area and its place within the wider curriculum.  Can maintain pupils’ interest by delivering effective teaching episodes, supporting learner progression and addressing misunderstandings. | Good level of subject and curriculum knowledge.  Is able to foster and maintain increasing pupil interest in subject and curriculum area as well as addressing misunderstandings. | Highly confident and proficient in subject and curriculum knowledge.  Is able to foster and maintain increasing pupil interest in the subject by teaching engaging teaching episodes/lessons and ensuring progression is made by all learners and addressing misunderstandings. |
| b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Demonstrates no awareness of developments in the subject and curriculum areas.  Unable to promote the value of scholarship. | Can demonstrate awareness of developments and changes in subject and curriculum areas.  Promotes scholarship amongst pupils within subject and curriculum areas. | Demonstrates good awareness of developments and changes in subject and curriculum areas.  Promotes scholarship and further study to all pupils within subject and curriculum areas. | Demonstrates a high level of awareness of developments in both subject and curriculum areas.  Promotes high levels of scholarship and the value of further study to all pupils within their subject and curriculum area. |
| 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 | Has no understanding of strategies for promoting literacy, articulacy and the correct use of standard English and hence limited or no ability to put these into practice. | Can demonstrate understanding of strategies for promoting high standards in literacy, articulacy and the correct use of standard English. | Demonstrates an understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a range of strategies to put these into practice. | Demonstrates a well-established and thorough understanding of strategies for promoting high standards for literacy, articulacy and the correct use of standard English and is able to use a wide range of strategies to put these into practice. |
| d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics | Has no understanding of the role of systematic synthetic phonics in the teaching of early reading and hence limited or no success in doing this. | Can demonstrate understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils’ reading skills. | Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading to develop pupils’ reading skills. | Demonstrates a thorough understanding of the role systematic synthetic phonics in the teaching of early reading and applies this knowledge to provide engaging and challenging learning opportunities to develop pupils’ reading skills over time. |
| e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | Has no understanding of strategies for the teaching of early mathematics and hence limited or no success in doing this. | Can demonstrate an understanding of early mathematics and appropriate teaching strategies.  Applies this knowledge to devise appropriate learning opportunities to support pupils’ developing mathematical skills with some success. | Demonstrates a good understanding of strategies for the teaching of early mathematics.  Increasingly applies this knowledge well to prepare and deliver engaging and challenging learning opportunities to develop pupils’ mathematical skills. | Demonstrates a thorough understanding of strategies for the teaching of early mathematics.  Consistently applies this knowledge to prepare and deliver engaging and challenging learning opportunities to develop pupils’ mathematical skills over time. |

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| **S4** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S4: Plan and teach well-structured lessons** | a) Impart knowledge and develop understanding through effective use of lesson time. | Shows noeffective use of time and pacing. Lacks confidenceto adapt learning as the needs arises. Pupils areover or under challenged. | Can maintain the pace of the learning and the ability to respond flexibly to events.  Can adapt teaching in order to respond to the needs of pupils. | Knowledge is imparted through good lessons where pace is maintained and shows effective use of time. | Knowledge is imparted through excellent lessons where pace is maintained and shows effective use of time promoting high levels of commitment to learning. |
| b) Promote a love of learning and children’s intellectual curiosity. | Does not take into account pupils’ responses and shows no evidence of being able to develop and expand on their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity | Can employ teaching strategies and resources, which support pupils in developing their knowledge, skills, understanding, interests, enthusiasm and intellectual curiosity. | Interactions are planned to allow learners to develop and apply knowledge, skills, understanding, interests and enthusiasm to a range of situations.  Willing to takerisks to capture interest and make learning interesting.  Pupils can generallysee the relevance of their learning and this often stimulates their intellectual curiosity. | Supports all learners to develop, enhance and apply new knowledge, skills and understanding in a range of circumstances and situations.  Takes appropriate risks when making learning interesting.  Pupilssee the relevance of their learning and this stimulates their intellectual curiosity. |
| c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | Homework is not planned and does notprovide any consolidation of learning. Little or no thought given to the possibility of out-of-school learning. | Homework is planned to provide opportunities for consolidation of learning. Some thought is given to out-of-school learning. | Plans homework which consolidates and reinforces knowledge and understanding.  Plans opportunities for out-of-class activities which are safe and generally relevant and suitable. | Plansfocused homework and out of class learning that consolidate, reinforces and extends existing knowledge and understanding and helps pupils appreciate the need to revisit learning.  Plans opportunities for out-of-class activities which are safe, relevant and suitable. |
| d) Reflect systematically on the effectiveness of lessons and approaches to teaching | Does not evaluate and reflect on own practice.  Pays no attention to advice and does not accept constructive criticism to improve practice. | Evaluates and reflects in order to improve on own practice.  Assesses the effectiveness of lessons and approaches to learning, seeking advice from colleagues on how to improve, and acts appropriately on feedback and targets. | Uses reflective practice in discussion with colleagues, accepts and acts upon advice and support.  Shows willingness to learn from both success and ‘failure’ by systematically evaluating practice, including its impact on pupils. | Critically reflective in systematically evaluating their own practice, judging its impact on all groups of learners over time to inform future planning, teaching and learning.  Acts swiftly upon advice and guidance to develop professional practice with noticeable impact upon learning. |
| e) Contribute to the design and provision of an engaging curriculum within the relevant subject areas. | No contribution to the design and provision of the curriculum. | Can work collaboratively with colleagues, and is aware of recent curriculum developments when adapting and/or developing existing curriculum. | Collaborates with colleagues and has made contributions to curricular developments. | Has contributed to curricular initiatives or developments and accepts/assumes responsibility for developing an aspect of the curriculum. |

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| **S5** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S5: Adapt teaching to respond to the strengths and needs of all pupils** | a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | Lessons are inappropriately pitched for the needs of the learners which results in no teaching and ineffective use of time. | Lessons show evidence of having considered individual learning and differentiation strategies that address them. | Lessons show good evidence of having considered the individual learning needs and employ differentiation strategies that address the most of the learning needs of pupils and thus remove many barriers to learning. | Lessons show excellent evidence of having considered the individual learning needs of pupils and employ differentiation strategies that address these learning needs of and thus remove barriers to their learning. |
| b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | Has no understanding of the factors that inhibit pupils’ learning. | Respects and accommodates individual differences between pupils and has an understanding of how a narrow range of factors can inhibit pupils’ ability to learn, and can adapt teaching to help overcome these.  Understanding is shown of the challenges and opportunities of teaching in a diverse society. | Respects and accommodates individual differences between pupils and has an understanding of a range of factors that can inhibit pupils’ ability to learn and can adapt teaching to help overcome these.  Has a good level of understanding of the challenges and opportunities of teaching in a diverse society. | Respects and accommodates individual differences between pupils and has a very good understanding of a range of factors that inhibit pupils’ ability to learn.  Has a thorough understanding of the challenges and opportunities of teaching in a diverse society. |
| 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 | Has no understanding of the physical, social and intellectual differences and needs at different stages in pupils’ development. | Can show awareness of how physical, social and intellectual development can influence pupils’ educational outcomes. | Demonstrates a good awareness of how physical, social and intellectual development can influence pupils’ educational outcomes. | Demonstrates an excellent awareness of how physical, social and intellectual development can influence pupil outcomes |
| 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. | Has no understanding of the diverse needs of pupils.  Is unable to adapt or evaluate teaching to meet the different needs of pupils. | Can demonstrate a clear understanding of the diverse needs of pupils.  Is able to adjust teaching and evaluate it to meet the different needs of learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. | Demonstrates a good understanding of the diverse needs of most learners.  Is able to adapt teaching effectively, and evaluate it to meet the different needs of most learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. | Demonstrates an excellent understanding of the diverse needs of all learners.  Is able to adapt teaching effectively and evaluate it to meet the diverse needs of all learners including those eligible for pupil premium, high attaining, underperforming groups and those with disabilities. |

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| **S6** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S6: Make accurate and productive use of assessment** | a) Know and understand how to assess the relevant subject and  curriculum areas, including statutory assessment requirements | Does not recognise opportunities to assess relevant subject knowledge.  Demonstrates no understanding of statutory assessment requirements. | Can recognise opportunities for, and carries out, assessment of relevant subject knowledge of pupils.  Demonstrates knowledge and understanding of the statutory assessment requirements and, with guidance, can make accurate assessments against benchmarks | Uses well developed subject knowledge and accurate assessment of pupils’ prior skills, knowledge and understanding to plan effectively and set challenging tasks.  Carries out assessment of relevant subject knowledge effectively, and demonstrates a sound understanding of statutory assessment requirements and makes accurate assessments. | Draws on excellent subject knowledge to plan and set challenging tasks based on accurate assessment of learner’s prior skills, knowledge and understanding.  Assessment carried out effectively, and demonstrates an excellent knowledge of statutory assessment. |
| b) Make use of formative and summative assessment to secure pupils’ progress | Does not recognise opportunities to make use of formative and summative assessment in securing pupils’ progress, especially for those with special educational needs/and or disabilities. | Can make use of appropriate opportunities for formative and summative assessment to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Makes effective frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. | Makes excellent frequent use of a range of formative and summative assessment strategies to secure pupil progress for all including those eligible for pupil premium, high attaining pupils, underperforming groups and those with special educational needs/and or disabilities. |
| c) Use relevant data to monitor progress, set targets, and plan subsequent lessons | Does not use data to monitor progress, set targets or plan subsequent lessons.  Records of pupil progress are not maintained. | Can use relevant data to monitor progress, set targets and plan subsequent lessons and understands the link between pupil progress and the quality of their teaching.  Records of pupil progress and attainment are maintained.  Can make use of assessment to secure and monitor progress, give feedback, set targets and plan subsequent lessons. | Uses a range of relevant data to monitor progress, set targets, plan subsequent lessons and to evaluate the quality of their teaching over time.  Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.  Assesses pupils’ progress regularly and accurately; discusses assessments with pupils so that learners know how well they have done and what they need to do to improve. | Effectively and systematically uses a range of relevant data to monitor pupil progress, set targets, evaluate the quality of their teaching with a notable impact on learning over time.  Records of pupil progress and attainment are kept up to date and used to inform future planning and target setting.  Assessment of pupils’ progress is systematic and accurate. Following effective feedback, learners have a clear understanding of their achievements and what they need to do to improve. |
| d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | Does not use opportunities to give pupils regular oral feedback or written comments and marks.  Pupils are not encouraged to respond to feedback. | Can give pupils regular oral feedback, or accurate written comments.  Pupils are encouraged to respond to feedback. | Uses a range of methods to give pupils regular and constructive feedback.  Pupils are encouraged and given time to respond to constructive feedback. | Uses and analyses a range of methods to give pupils regular and constructive feedback.  Pupils are encouraged and given time to respond to constructive feedback which is then reflected in their progress. |

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| **S7** | **Standard Prompt** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S7: Manage behaviour effectively to ensure a good and safe learning environment** | a) Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school’s behaviour policy | Rules and routines not established in accordance with the school’s behaviour policy.  No awareness of and engagement with the responsibility for promoting good and courteous behaviour in the classroom and around the school. | Clear rules and routines for behaviour in the classroom applied in accordance with the school’s behaviour policy.  Can take responsibility for promoting good and courteous behaviour in the classroom and is beginning to do so around the school. | Clear rules and routines for behaviour are well-established and implemented consistently in accordance with the school’s behaviour policy.  Consistently reinforces good and courteous behaviour in the classroom and around the school. | Pupils demonstrate a shared understanding of rules and routines for behaviour which are embedded and implemented consistently in accordance with the school’s behaviour policy.  Actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and cooperation. |
| b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly | Expectations of behaviour not yet evident.  Use of praise, sanctions and rewards not evident.  Shows no awareness of how to tackle derogatory language. | Expectations of behaviour are evident.  Establishes a framework for behaviour management, deploying strategies, including the use of: praise; sanctions and rewards.  Has satisfactory knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. | Maintains high expectations of pupils’ behaviour  Establishes and maintains an effective framework for behaviour management, consistently and fairly incorporating the use of praise, sanctions and rewards  Has good knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. | Sustains high expectations of behaviour which are integral to learning.  Establishes and maintains a veryeffective framework for behaviour management, consistently and fairly, using a wide range of strategies.  Has excellent knowledge and understanding of how to tackle derogatory language and inappropriate behaviour such as racism and homophobia; and other forms of bullying including the inappropriate use of social media. |
| c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them | No pupil involvement and motivation as a result of ineffective class management. | Can manage, involve and motivate classes using approaches which are appropriate to most pupils’ needs. | Demonstrates a range of approaches in managing, involving and motivating classes in ways appropriate to pupils’ needs.  Understands how to challenge and motivate pupils where attainment is low. | Manages a high level of pupil motivation, involvement and engagement throughout the lesson using a wide range of approaches appropriate to pupils’ needs.  Understands the causes of low achievement and how to challenge and motivate pupils where attainment is low. |
| d) Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary | Fails to establish effective relationships with pupils.  Authority lacks confidence and interventions are ineffective. | Can maintain relationships with pupils which create a supportive learning environment.  Is able to exercise appropriate authority and act decisively when necessary. | Makes timely and effective interventions to maintain good behaviour.  Matters relating to pupil behaviour are addressed promptly thus boosting their learning. | Relationship with pupils ensures a productive and inspiring learning environment.  Ensures that any matters relating to pupil behaviour are addressed immediately thus maximising their learning. |

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| **S8** | **Standard Prompts** | **Inadequate (4)** | **Requires Improvement (3)** | **Good (2)** | **Outstanding (1)** |
| **S8: Fulfil wider professional responsibilities** | a) Make a positive contribution to the wider life and ethos of the school | No awareness of school ethos, policies and procedures but requires help in making professional judgments in relation to them.  No knowledge of teachers’ legal responsibilities. | Beginning to contribute positively to the wider life and ethos of the school.  Has an understanding of teachers’ legal responsibilities. | Is proactive about making a positive contribution to the life and ethos of the school.  Has a sound understanding of teachers’ legal responsibilities. | Is proactive and make a significant contribution to the wider life and ethos of their school.  Has a clear understanding of teachers’ legal responsibilities. |
| b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | No awareness of the roles and responsibilities of colleagues.  No evidence of being able to draw upon other colleagues’ expertise without for specialist support and guidance. | Understands the roles and responsibilities of colleagues.  Can utilise other colleagues’ expertise including those with responsibility for special needs and disabilities. | Consults with the different colleagues as appropriate knowing when to draw on their help and advice.  Effectively utilises the expertise of other colleagues when necessary including those with responsibility for special needs and disabilities. | Consults proactively with different colleagues drawing upon their expertise to support pupil progress effectively to impact upon pupil progress |
| c) Deploy support staff effectively | Unable to deploy support staff effectively. | Can deploy support staff to facilitate pupil learning.  Evidence of effective consultation with support staff in planning and classroom delivery. | Able to deploy support staff effectively to facilitate pupil learning for all groups  Evidence of collaborative work with support staff to facilitate pupils’ learning. | Clear evidence of effective professional relationships with support staff that demonstrate collaborative working and deployment of support staff to maximise the learning of all pupils. |
| d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | Not clear about own strengths and areas for development. Not proactive in own development.  Does not respond to advice and feedback from colleagues. | Engages with own professional development  Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements. | Takes responsibility for their own learning and professional development.  Shows willingness to take advice and feedback from colleagues and engage in discussion about improvements and areas for development. | Proactive with their own learning and professional development in order to improve teaching.  Is open to coaching and mentoring and respect the advice and guidance offered by colleagues; clear evidence that this is used to secure improvements in professional practice. |
|  | e) Communicate effectively with parents with regard to pupils’ achievements and well-being. | Requires constant structured guidance to communicate with parents and carers about pupils’ achievements and well-being. | Can communicate with parents and carers about learners’ achievements and well-being. | Communicates well with parents and carers about learners’ achievements and well-being. | Communicates very effectively with parents and carers about learners’ achievements and well-being. |

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| **PART TWO: Personal and Professional conduct:** |

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| Standard Prompts | Areas specific to this section will be exemplified by trainee teachers when they are: |
| * **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** * Teachers must maintain high standards of punctuality. * **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | * maintaining of professional confidentiality * punctual and prepared for lessons * following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes * registering classes and coding absences * helping children and young people to become confident and successful learners * addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them * aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils * discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) * meeting with the SENCO and other support staff to ensure understanding of schools’ approach to SEN and disability * sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. * clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations * taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues * dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance * demonstrating an understanding of the child protection procedures in the school * clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection * knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups * aware of cyber bullying, e-safety and appropriate use of personal data and social media * aware of fire procedures, health and safety measures, first aiders etc * aware 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 Equalities legislation * aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this * putting the wellbeing, development and progress of children and young people first * demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers * demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession * adheres to appropriate professional dress requirements for the context in which they are working |