

# Teachers' Standards:

Ensuring Standards on the Assessment Only  
Route



**2021/22**

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All documentation is available in electronic format via Moodle; further support is available on the University of Greenwich website.

## The Teachers' Standards: Ensuring Standards on the Assessment Only Route

### Feedback from OfSTED (January 2017 Report):

Key strengths of the partnership include:

- the exceptional rigour and robustness of the quality assurance systems. These are firmly rooted in the forensic analysis of trainees' outcomes, the effectiveness of mentor support and the detailed scrutiny of internal and externally validated information (ITE phase)
- the exceptionally high quality and detail of partnership documentation which is very well understood across the partnership. This enables schools to accurately track trainees' progress against the teachers' standards, provide detailed feedback and set appropriate targets for development (ITE phase)

Outcomes of trainees are outstanding. Headteachers unanimously agree that when NQTs from the University of Greenwich are employed 'they hit the ground running'. They are very much the first choice for employers in the local and wider London region. There is a confidence among headteachers that, if they recruit a University of Greenwich NQT, he or she will be highly professional and competent.

The partnership has introduced its extremely thorough 'mentor and class teacher toolkit'. This has provided consistency, clarity and guidance for school-based training. Prompts for mentors to consult pupils about what they learn with the trainees, coupled with the sampling of their work, are used exceptionally well to assess the impact that unqualified teachers have on pupils' learning over time.

A full version of the report can be accessed at:

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70027>

### Key changes made to documentation for 2020-21:

- We have further reviewed the process for supporting mentors and developed an accreditation process which offers training through self-directed modules and recognition for exceptional practice in mentoring throughout our partnership.
- We have made this document specific to the Assessment Only programme

## Pupil learning lies at the heart of the University Greenwich ITE Partnership

### Underpinning principles of this programme:

- The partnership is committed to the development of outstanding teachers which places the pupil at the heart of teacher education;
- We firmly believe in the importance of framework for assessing the quality of unqualified teacher's teaching starting with impact on pupils' progress which, in turn, informs ongoing achievement and final attainment.

## Introduction

The Teachers' Standards states that:

*'The standards need to be applied as appropriate to the role and context within which a teacher is practising. Providers of initial teacher training (ITT) should assess against the standards in a way that is consistent with what could reasonably be expected of a teacher prior to the award of QTS.'*

The Teachers' Standards provide a benchmark of the *minimum* requirements for recommendation for QTS that should be expected of teachers applying to the Assessment Only route. All teachers applying to the Assessment Only route are assessed against the Teachers' Standards, including Part Two. The University of Greenwich ITE Partnership has developed here a set of grading descriptors designed to help mentors and tutors monitor evidence and progress across the programme. The following guidance outlines the specific knowledge, skills and understanding that teachers applying to the Assessment Only route are required to demonstrate and has been developed to support a consistent approach in regard to the judgements being made across the Partnership.

### **Grade Descriptors have been developed to be used across the assessment period.**

The descriptors found on pages 6-16 of this booklet have been mapped to the standards for the award of QTS

The descriptors draw upon feedback from the partnership, and guidance produced between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (Higher Education Academy).

### **Using the Grade Descriptors:**

These Grade Descriptors should be used by unqualified teachers on the programme, their mentors, and tutor on a **continual** basis to inform the unqualified teacher's selection of evidence against the Teachers' Standards; where appropriate identifying areas for further professional development so that they achieve at least 'good' (embedding or exceeding) outcomes by the end of programme. The Partnership is committed to ensuring that all unqualified teachers on this programme are mentored and supported to the highest standard and provided with the fullest opportunities to address their professional development needs.

When deciding on grades it should represent the **'best fit'**. The grades arrived at should be **evidence-based**, drawing on evidence from a **range** of sources that might include:

- Teaching in lessons;
- Quality of learning taking place over time;
- Evidence of pupil progress;
- Teaching files and records of assessment;
- Discussions with the unqualified teacher (e.g. of planning and choice of teaching approaches, pupil assessment etc)
- General professional contributions to the setting
- Undertaking lesson observations
- Commentary, review or annotation of lesson planning and evaluations (individual lessons or a series)
- Talking with and giving feedback to the unqualified teacher
- Allowing the unqualified teacher to articulate their understanding of subject knowledge or pedagogy
- Reviewing the quality of marking and how pupils respond to marking and feedback
- Consideration of the unqualified teacher's contribution to the general life of the school, including liaison with parents

This list is indicative, and is not intended to be exhaustive

***It is important that unqualified teachers are clear about which specific elements of their practice have contributed to judgements made and, of course, how they might develop these elements further through targeted support.***

## Using an Evidence Informed Approach to Evaluate the Quality of an unqualified Teacher's Teaching

The ITE Partnership believes in the importance of an evidence informed approach to evaluating the quality of an unqualified teacher's teaching and its impact on pupil learning and progress over time. Monitoring of unqualified teachers should draw upon a range of evidence. Unqualified teachers will find a rich source of evidence from mentor feedback notes, but they must take responsibility for their own collation of evidence across the standards, in order to demonstrate their secure satisfaction of the Teachers' Standards.

### **Pupil Progress – specific groups and individuals**

When evaluating the progress and learning of pupils the partnership considers this impact on not only the whole class but also on **specific groups** of pupils and individuals. The partnership draws upon the guidance within the **Section 5 School Inspection Handbook** (April 2018) concerning 'specific groups'. Specific groups include disadvantaged pupils, the most able pupils, EAL pupils, disabled pupils and those with special educational needs.

### **Important Guidance:**

During the programme, unqualified teachers' ongoing collections of evidence against the Teachers' Standards should be monitored and validated by mentors. This process is a key element in ensuring that unqualified teacher's evidence and quality of teaching is regularly evaluated and that appropriate strategies for support and intervention are identified as required.

- (a) Mentors should monitor the evidence of an unqualified teacher against these descriptors of the Teachers' Standards on an on-going basis.
- (b) Written feedback regarding the quality of an unqualified teacher's teaching (in relation to the Teachers' Standards) and its impact on pupil learning and progress should be provided to after each formal monitoring schedule. Monitoring could be a lesson observation, work scrutiny, pupil interviews etc.
- (c) **Unqualified teachers should demonstrate that their teaching is best described by the descriptors under the headings 'Embedding' and 'Exceeding' of pp. 6-16 of this booklet, prior to and throughout the assessment period.**
- (d) The University of Greenwich will not make an offer onto the Assessment Only programme for unqualified teachers whose initial audit indicates that their teaching is best represented by the descriptors at the lowest stage of the developmental scale (Developing) in this booklet.
- (e) The University of Greenwich will not recommend QTS for unqualified teachers whose teaching practice during the assessment period is predominantly described by the lowest stage of the developmental scale (Developing) in this booklet.
- (f) If the decision not to recommend QTS is made, in exceptional circumstances the assessment period may be extended if the university tutor and school mentor agree that this is appropriate (for example for reasons of health, or internal school considerations).
- (g) Appeals against such a decision can be made on procedural grounds, but an unqualified teacher cannot appeal a professional decision.

**Central to the unqualified teacher's success on this programme is the ongoing demonstration of the quality of their teaching and its contribution to pupil progress and learning over time.**

## Grade Descriptors of the individual Standards

TS 1 Set high expectations which inspire, motivate and challenge pupils	Typical Indicators of an unqualified teacher who is EXCEEDING the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is EMBEDDING the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is DEVELOPING their practice against the Standards at this stage of their professional development:
establish a safe and stimulating environment for pupils, rooted in mutual respect	<ul style="list-style-type: none"> <li>• They consistently establish a safe and stimulating environment for pupils, rooted in mutual respect.</li> <li>• They constantly encourage pupils to participate and contribute in an environment highly conducive to learning.</li> <li>• There are high levels of mutual respect between the unqualified teacher and pupils.</li> <li>• They generate high levels of enthusiasm, participation and commitment to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• They create an environment which, for the majority of the time, is stimulating and rooted in mutual respect.</li> <li>• They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this majority of learners are enthused and motivated in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to encourage pupils to participate and contribute in an environment conducive to learning.</li> <li>• They are able to develop a rapport with a range of individuals and groups. As a consequence, most pupils are engaged in their learning.</li> </ul>
set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> <li>• They consistently set high expectations of pupils in different contexts (e.g. inside and outside the class)</li> <li>• They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</li> <li>• They use effective strategies to support the learning and progress of underperforming groups. Consequently, these pupils make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They consistently set high expectations of pupils to stretch and motivate pupils.</li> <li>• They use an increasing number of strategies to support the learning and progress of underperforming groups.</li> </ul>	<ul style="list-style-type: none"> <li>• In the course of the programme they have shown that they have set appropriate expectations to stretch and challenge pupils, believing that all pupils have the potential to make progress.</li> <li>• They show an awareness of some strategies to support the learning and progress of underperforming groups and are beginning to use some of these within their teaching.</li> </ul>
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<ul style="list-style-type: none"> <li>• They consistently and effectively demonstrate and model positive attitudes, values and behaviour which are expected of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• They consistently demonstrate and model professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• They demonstrate and model professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</li> <li>• They demonstrate enthusiasm for working with children and young people and for teaching and learning</li> </ul>

TS 2 Promote good progress and outcomes by pupils	Typical Indicators of an unqualified teacher who is <b>EXCEEDING</b> the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>EMBEDDING</b> the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>DEVELOPING</b> their practice against the Standards at this stage of their professional development:
be accountable for attainment, progress and outcomes of the pupils plan teaching to build on pupils' capabilities and prior knowledge	<ul style="list-style-type: none"> <li>• They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach.</li> <li>• They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and can articulate a clear and well-justified rationale as to how they are building on prior achievement.</li> <li>• They can set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment.</li> <li>• As a result, their pupils make good progress</li> </ul>	<ul style="list-style-type: none"> <li>• Much of the time, 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.</li> <li>• They have a good awareness of pupils' capabilities and their short- and medium-term planning consistently takes into account the prior learning of the pupils.</li> <li>• As a result, the majority of pupils make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement and next steps.</li> <li>• As a consequence, the majority of pupils make at least satisfactory progress.</li> </ul>
guide pupils to reflect on the progress they have made and their emerging needs	<ul style="list-style-type: none"> <li>• They actively promote engaging and effective methods that support pupils in reflecting on their learning.</li> <li>• Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• They support pupils in reflecting on their learning and identifying their progress and emerging learning needs</li> <li>• When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance.</li> </ul>
demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<ul style="list-style-type: none"> <li>• They consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching and enable learners to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They use their knowledge of effective teaching and learning strategies and they set appropriately challenging tasks which enable the learners to make progress.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 are able to apply an increasing range of these within their teaching.</li> </ul>
encourage pupils to take a responsible and conscientious attitude to their own work and study.	<ul style="list-style-type: none"> <li>• They regularly create opportunities for independent and autonomous learning.</li> <li>• They encourage pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• Much of the time they encourage pupils to take a responsible and conscientious attitude to work by setting and modelling appropriate expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• They plan teaching and learning activities which encourage independent and autonomous learning.</li> <li>• By setting appropriate expectations, they encourage pupils to take a responsible and conscientious attitude to work and study.</li> </ul>

<b>TS 3 Demonstrate good subject and curriculum knowledge</b>	<b>Typical Indicators of an unqualified teacher who is EXCEEDING the Standards at this stage of their professional development:</b>	<b>Typical Indicators of an unqualified teacher who is EMBEDDING the Standards within their practice at this stage of their professional development:</b>	<b>Typical Indicators of an unqualified teacher who is DEVELOPING their practice against the Standards at this stage of their professional development:</b>
have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> <li>• They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest.</li> <li>• They are confident at working within the relevant curriculum framework</li> <li>• They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively.</li> <li>• They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. Consequently, this supports the progress of pupils within lessons.</li> <li>• They can respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject.</li> </ul>
demonstrate a critical understanding of developments in the subject and curriculum areas,	<ul style="list-style-type: none"> <li>• They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	<ul style="list-style-type: none"> <li>• They consistently model very high standards of written and spoken communication in all professional activities.</li> <li>• They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• They model good standards of written and spoken communication in all professional activities</li> <li>• Their teaching demonstrates a good understanding of how to encourage and support learners to develop reading, writing and communication these skills in their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.</li> </ul>
if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	<ul style="list-style-type: none"> <li>• They draw on their very strong understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age-phases they are training to teach. This enabled pupils to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They have a very secure knowledge and understanding 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. This enables pupils to make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All ITE unqualified teachers 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, to be able to apply this effectively across the specific age phases they are training to teach.</li> </ul>
if teaching ITE mathematics, demonstrate a clear understanding of appropriate teaching strategies.	<ul style="list-style-type: none"> <li>• They 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. This enabled pupils to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They 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. This enables pupils to make at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All ITE unqualified teachers will know and understand the principles and practices of teaching and assessing mathematics, to be able to apply this effectively across the specific age phases they are training to teach.</li> </ul>



TS 4 Plan and teach well-structured lessons	Typical Indicators of an unqualified teacher who is <b>EXCEEDING</b> the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>EMBEDDING</b> the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>DEVELOPING</b> their practice against the Standards at this stage of their professional development:
impart knowledge and develop understanding through effective use of lesson time	<ul style="list-style-type: none"> <li>• They effectively impart knowledge and develop understanding through using lesson time to very good effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Much of the time they impart knowledge and develop understanding through using lesson time to good effect.</li> <li>• They respond flexibly to what is happening in the classroom and are confident to adapt their teaching in order to respond to the needs of the learners.</li> <li>• They plan lessons that carefully match teaching and learning activities and resources to support learners in achieving these intended learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Much of the time, they plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes.</li> <li>• 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.</li> <li>• They employ a range of teaching strategies and resources.</li> </ul>
promote a love of learning and children’s intellectual curiosity	<ul style="list-style-type: none"> <li>• They consistently and effectively promote a love of learning and children’s intellectual curiosity.</li> <li>• They plan lessons that often use well-chosen imaginative and creative strategies and that match individuals’ needs and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• They show a willingness to try out a range of approaches to teaching and learning.</li> <li>• Within lessons they model a love of learning and encourage curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>• They can create an environment in which the learners are usually engaged.</li> </ul>
set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	<ul style="list-style-type: none"> <li>• They are able to plan effective and purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• With increasing independence, they are able to plan homework which consolidates or extends existing knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• They understand how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks.</li> </ul>
reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> <li>• They are highly reflective in critically evaluating their practice.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning.</li> </ul>
contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	<ul style="list-style-type: none"> <li>• They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</li> </ul>	<ul style="list-style-type: none"> <li>• They make a positive contribution to the development of curriculum and resources in their placement settings.</li> </ul>	<ul style="list-style-type: none"> <li>• They work collaboratively with more experienced colleagues, where appropriate, to adapt and / or develop the school’s medium-term plans, schemes of work, curriculum frameworks etc</li> </ul>

TS 5 Adapt teaching to respond to the strengths and needs of all pupils	Typical Indicators of an unqualified teacher who is <b>EXCEEDING</b> the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>EMBEDDING</b> the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>DEVELOPING</b> their practice against the Standards at this stage of their professional development:
know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Much of the time they differentiate their teaching appropriately to meet the needs of individual and groups of learners to support progression in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<ul style="list-style-type: none"> <li>• They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners.</li> <li>• They understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Consistently demonstrate clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the physical, social and intellectual development of pupils and much of the time can apply a range of teaching strategies to reduce barriers and respond to the strengths and needs of their pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• They show awareness of how children and young people develop and take account of this in both their planning and teaching.</li> <li>• They have some understanding of the challenges and opportunities of teaching in a diverse society.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• They consistently evaluate and adapt teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium</li> <li>• They challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to challenge and motivate pupils whose attainment is low and much of the time is able to use strategies to support underperforming groups.</li> <li>• Mostly able to adapt teaching to support all pupils (including those with SEND, high ability, EAL and pupils eligible for the pupil premium).</li> </ul>	<ul style="list-style-type: none"> <li>• They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND.</li> <li>• 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.</li> </ul>

TS 6 Make accurate and productive use of assessment	Typical Indicators of an unqualified teacher who is EXCEEDING the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is EMBEDDING the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is DEVELOPING their practice against the Standards at this stage of their professional development:
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<ul style="list-style-type: none"> <li>• They can confidently and accurately assess pupils' achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements,</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to assess pupils' attainment accurately against national benchmarks.</li> <li>• They assess learners' progress regularly and accurately to ensure pupils are making at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They mostly 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.</li> </ul>
Make use of formative and summative assessment to secure pupils' progress	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Their planning is characterised by the use of a range of assessment strategies, designed to secure progress through a sequence of lessons over time.</li> <li>• They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Their planning is mostly characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.</li> <li>• Much of the time 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.</li> </ul>
Use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> <li>• Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time.</li> <li>• Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting. Consequently their pupils make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of pupil progress and learning are accurate and up-to-date and, much of the time, used to inform future planning and target setting.</li> </ul>	<ul style="list-style-type: none"> <li>• They understand how school and pupil level summative data is used to set targets for groups and individuals and with support they use that knowledge to monitor progress in the groups they teach.</li> <li>• With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for individuals and groups.</li> </ul>
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> <li>• They assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress</li> <li>• Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.</li> </ul>	<ul style="list-style-type: none"> <li>• They discuss assessments with pupils so that they know how well they have done and provide opportunities for them to respond.</li> <li>• Accurate and regular marking and feedback contributes to pupil progress and learning over time.</li> </ul>	<ul style="list-style-type: none"> <li>• They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</li> </ul>

<b>TS 7 Manage behaviour effectively to ensure a good and safe learning environment</b>	<b>Typical Indicators of an unqualified teacher who is EXCEEDING the Standards at this stage of their professional development:</b>	<b>Typical Indicators of an unqualified teacher who is EMBEDDING the Standards within their practice at this stage of their professional development:</b>	<b>Typical Indicators of an unqualified teacher who is DEVELOPING their practice against the Standards at this stage of their professional development:</b>
have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They create an excellent climate for learning;</li> <li>• They are able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• They work within the school's framework for behaviour and apply rules and routines consistently and fairly to ensure a safe learning environment.</li> <li>• They have a developing awareness of how to tackle incidences of bullying including cyber and homophobic bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• They work within the school's framework for behaviour and much of the time can apply rules and routines consistently and fairly.</li> <li>• They recognise that planning appropriate lessons which challenge learners, teaching using a variety of strategies which address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management.</li> <li>• They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> </ul>
have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	<ul style="list-style-type: none"> <li>• They establish and maintain or apply the school's framework for discipline consistently and fairly, using a wide range of effective strategies.</li> <li>• They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.</li> <li>• 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.</li> </ul>
manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	<ul style="list-style-type: none"> <li>• They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>• They manage lessons 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.</li> </ul>	<ul style="list-style-type: none"> <li>• They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate.</li> <li>• 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.</li> </ul>
maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	<ul style="list-style-type: none"> <li>• They consistently demonstrate strong and effective relationships with pupils, exercising appropriate authority, and act decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• They demonstrate good relationships with pupils and exercise appropriate authority. They are able to act decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.</li> </ul>

TS 8 Fulfil wider professional responsibilities	Typical Indicators of an unqualified teacher who is <b>EXCEEDING</b> the Standards at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>EMBEDDING</b> the Standards within their practice at this stage of their professional development:	Typical Indicators of an unqualified teacher who is <b>DEVELOPING</b> their practice against the Standards at this stage of their professional development:
make a positive contribution to the wider life and ethos of the school	<ul style="list-style-type: none"> <li>• They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively	<ul style="list-style-type: none"> <li>• They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.</li> <li>• They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.</li> <li>• They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• They can build effective professional relationships with various colleagues and have the skills required to work collaboratively.</li> <li>• They understand when to ask for information and advice from specialist staff about individual pupils with specific needs.</li> <li>• 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.</li> </ul>
take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> <li>• They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</li> <li>• They effectively use the advice and guidance offered by colleagues to secure improvements in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</li> </ul>	<ul style="list-style-type: none"> <li>• In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and pro-actively identify opportunities to address and meet these targets.</li> <li>• They seek out and are responsive to advice from more experienced colleagues.</li> </ul>
communicate effectively with parents with regard to pupils' achievements and well-being.	<ul style="list-style-type: none"> <li>• They confidently communicate, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual pupils' emergent needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.</li> <li>• They understand the need to communicate to parents in response to individual pupils' emergent needs.</li> </ul>

**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 pupil’s 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 to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Unqualified teachers 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 undertake all unqualified teachers are expected to demonstrate high professional standards from the outset. For that reason the standards in Part Two are not graded.

Much of the evidence for this section will also be found in other Standards and evidence specific to this section will be exemplified on a day to day basis. When assessing unqualified teachers on the programme, the partnership is asked to confirm that the unqualified teacher has demonstrated high standards of professional behaviour and conducted themselves professionally and in the manner outlined in Part 2 of the Standards. The partnership then provides specific examples to exemplify this on the report.

**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’ Standards, Part Two: Personal and professional conduct)

Part Two of the Standards is about personal and professional conduct. **All unqualified teachers are required to maintain consistently high standards of personal and professional conduct at all times. Unqualified teachers must demonstrate this in addition to meeting the 8 Teachers’ Standards in order to be successful on the programme.** The table on the following pages sets out each descriptor, what this might look like and key questions to support unqualified teachers. If any cause for concern should arise in relation to the three descriptors, then this should be recorded during the progress review and appropriate interventions and/or support put in place.

Teachers' Standard: Part Two descriptor		Key questions to support unqualified teachers	
i	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• 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</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul>	<ul style="list-style-type: none"> <li>• Do you have a commitment to upholding the high standards of the teaching profession, within and outside school?</li> <li>• Do you develop appropriate professional relationships with colleagues and pupils?</li> <li>• Are you able to safeguard pupils' well-being, in accordance with statutory provisions?</li> <li>• Do you understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values?</li> <li>• Are you aware of the Prevent Strategy and the role of schools in relation to this?</li> <li>• Do you understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions?</li> <li>• Do you understand and adhere to the school's and the University's VLE/internet safety policy, including the safe and responsible use of social media?</li> </ul>	
	<b>Consistently high standards demonstrated?</b>	<b>Yes</b>	<b>No</b>
ii	<p>Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p><b>What might this look like?</b></p> <ul style="list-style-type: none"> <li>• The unqualified teacher's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times.</li> <li>• The unqualified teacher reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc.</li> <li>• The unqualified teacher is punctual for school, lessons, meetings, etc.</li> <li>• The unqualified teacher always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy.</li> <li>• The unqualified teacher's language and dress are highly professional and in line with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Do you display high standards of personal and professional behaviour, inside and outside school, including attendance and punctuality at all times?</li> <li>• Do you understand and apply the range of policies that support school practice and act on these in your planning, teaching and wider involvement in the life of the school?</li> <li>• Do you take appropriate responsibility for your own and pupils' well-being in the classroom and during off-site activities or visits?</li> </ul>	
	<b>Consistently high standards demonstrated?</b>	<b>Yes</b>	<b>No</b>

Teachers' Standard: Part Two descriptor		Key questions to support unqualified teachers	
iii	<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p> <p><b>What might this look like?</b> The unqualified teacher is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks.</p> <ul style="list-style-type: none"> <li>• The unqualified teacher is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding.</li> <li>• The unqualified teacher is able to judge when they may need advice and help in matters of Child Protection or confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Are you aware of the professional duties of teachers?</li> <li>• Have you an awareness of your responsibilities in relation to Protection/safeguarding? Can you articulate the school's policy if reporting a concern?</li> </ul>	
<b>Consistently high standards demonstrated?</b>		<b>Yes</b>	<b>No</b>