

## Professional values and attributes

Develop your own judgement of what works and does not work in your teaching and training

### S1: Reflect on what works best in your teaching and learning to meet the diverse needs of learners

Questions to ask yourself to reflect on your achievement of this standard:

- Are you aware of and critically appraising your own practice?
- Do you develop and refine your own professional judgement of what works and does not work in your own teaching and learning contexts?
- Do you ensure that all learners have access to equal opportunities within a non-discriminatory learning environment?

Formative descriptors			
4	3	2	1
<p>Analysis of your own practice is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are tentative in your attitude to teaching and often need motivating.</p> <p>Evaluation of the impact of your own teaching is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are beginning to take account of the attainment and progress of the majority of learners.</p>	<p>You are able to analyse your own practice at a basic level. Sufficient motivation is evident to demonstrate a commitment to the teaching profession. Your reflection is mostly guided and supported by others.</p> <p>You are able to evaluate the impact of your own teaching at a basic level and to recognise obvious good practice. There is some evidence that you have taken account of the attainment and progress of the majority of learners. You sometimes use evaluation and assessment information to inform planning.</p>	<p>Analysis of your own practice shows that some considered conclusions can be drawn. Areas for improvement are identified with some attention to detail and with some success in using this to inform future practice.</p> <p>The evaluation of the impact of your own teaching shows that some considered conclusions are drawn. Areas for improvement are identified with some attention to detail and with some success in using this information to inform future practice. You are able to demonstrate the capacity to take account of the attainment and progress usefully and accurately of learners, including the most able and the least able. You frequently use evaluation and assessment information to inform planning.</p>	<p>The analysis of your own practice is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. A range of different evidence is used to accurately reflect upon.</p> <p>The evaluation of the impact of your own teaching is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. You consistently demonstrate the capacity to take account of the progress and achievements of all learners systematically and accurately, and can provide evidence of a range of their work, progress and attainment over time. You consistently and effectively use assessment information to inform planning.</p>

### S2: Evaluate and challenge your practice, values and beliefs

Questions to ask yourself to reflect on your achievement of this standard:

- Do you regularly question your own personal and professional attitudes and beliefs?
- Do you talk to colleagues about them, sharing insights and new knowledge for example on social, legislative or demographic differences or change in learners/communities?
- Are you being proactive and anti-discriminatory in how you work?
- Are you managing your own well-being so that you are fit to practice?

Formative descriptors			
4	3	2	1
<p>You do not yet recognise the importance of regularly questioning your own personal and professional attitudes and beliefs. You are beginning to recognise the standards of ethics and behaviour that you need to demonstrate as an educator.</p> <p>Analysis of your own practice is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are tentative in your attitude to teaching and often need motivating.</p>	<p>You recognise that standards of ethics and behaviour must be maintained in your role as an educator. You treat all learners with dignity, building successful relationships rooted in mutual respect.</p> <p>You are able to analyse your own practice at a basic level. Sufficient motivation is evident to demonstrate a commitment to the teaching profession. Your reflection is mostly guided and supported by others.</p>	<p>You maintain high standards of ethics and behaviour in your role as an educator and can explain why this is important. You treat all learners with dignity, building successful relationships rooted in mutual respect.</p> <p>Analysis of your own practice shows that some considered conclusions can be drawn. Areas for improvement are identified with some attention to detail and with some success in using this to inform future practice.</p>	<p>You consistently maintain high standards of ethics and behaviour in your role as an educator and you fully understand the importance in regularly questioning your own personal and professional attitudes and beliefs. You consistently treat all learners with dignity, building successful relationships rooted in mutual respect.</p> <p>The analysis of your own practice is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. A range of different evidence is used to accurately reflect upon.</p>

### S3: Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge

Questions to ask yourself to reflect on your achievement of this standard:

- Are you not afraid to display your passion for your vocational/subject area?
- Do you convey that passion to learners and colleagues?
- Do you use your own experience and knowledge to exemplify how the subject can be of value to the learner?
- Do you recognise a learner's educational experience and use this to tailor teaching to their needs accordingly?

Formative descriptors			
4	3	2	1
Parts of lessons can motivate, inspire and enthuse learners. Your communication of positive values, attitudes and behaviour is not yet secure. You overlook opportunities to encourage learning and respect for others and seem unaware of your contribution to your placement institution's ethos.	Lessons usually motivate, inspire and enthuse learners in their love of learning. You communicate positive values, attitudes and behaviour in aspects of your work on placement although not always clearly or consistently. You encourage learning and respect for others, and promote your placement institution's ethos when opportunities arise.	Lessons actively motivate, inspire and enthuse learners in their love of learning. You communicate positive values, attitudes and behaviour, explicitly and through personal example, both inside and outside the classroom. You motivate and encourage engagement in learning and respect for others, and demonstrate your placement institution's ethos in practice.	Lessons consistently motivate, inspire and enthuse learners in their love of learning. You consistently communicate positive values, attitudes and behaviour explicitly and through personal example, both inside and outside the classroom. You actively motivate and encourage engagement in learning and respect for others, and exemplify your placement institution's ethos in practice.

### S4: Be creative and innovative in selecting and adapting strategies to help learners to learn

Questions to ask yourself to reflect on your achievement of this standard:

- Do you find better, more effective ways of helping all learners you teach or train to appreciate, understand and learn the subject?
- Do you find ways to use technology to underpin learning wherever it can add value or extend the learning context?
- Do you use learning technology to improve learners' chances of reaching their potential?

Formative descriptors			
4	3	2	1
<p>You recognise the need to adopt a creative and constructively critical approach towards innovation and adapt your practice appropriately. However, you do not yet possess the necessary skills and understanding to implement the necessary adaptations.</p> <p>You display limited skills in working with technology and are not yet aware of how or when to use technology to assist your professional role. You have little confidence in using technology to enhance the quality of learners' experience. Planning displays limited opportunities for learners to develop skills in working with and using technology.</p>	<p>You have a creative and constructively critical approach towards innovation and are prepared to adapt your practice where benefits and improvements are identified.</p> <p>You display adequate skills in working with technology, have some understanding of how or when to use technology to assist your professional role and have begun to use technology to enhance the quality of learners' experience. Occasionally technology might be used inappropriately.</p> <p>Planning displays adequate opportunities for learners to develop skills in working with and using technology.</p>	<p>You clearly demonstrate a creative and constructively critical approach towards innovation and are prepared and able to adapt your practice where benefits and improvements are identified.</p> <p>You display competent skills in working with technology and have a clear understanding of how or when to use technology efficiently to enhance the quality of learners' experience as well as to fulfil their professional role. Technology is used appropriately and with some confidence in the classroom.</p> <p>Planning displays creative opportunities for learners to develop skills in working with and using technology.</p>	<p>A creative and constructively critical approach towards innovation is always adopted without the need for prompts or support. Professional practice is always effectively adapted where benefits and improvements are identified.</p> <p>You display competent and creative skills in working with technology and have a clear understanding of how or when to use technology efficiently and effectively to enhance the quality of learners' experience as well as to fulfil their professional role. Technology is used confidently and appropriately in the classroom.</p> <p>Planning displays creative and innovative opportunities for learners to develop skills in working with and using technology.</p>

### S5: Value and promote social and cultural diversity, equality of opportunity and inclusion

Questions to ask yourself to reflect on your achievement of this standard:

- Do you ensure that you effectively communicate and encourage learners to gain an understanding of how diversity brings extensive added-value to the teaching and learning process?
- Do you highlight different ways of approaching issues and problems, illustrating alternative beliefs?
- Do you treat all learners and colleagues equally and fairly without directly or indirectly excluding anyone and ensure that all have an equal opportunity to be heard?
- Do you actively seek ways in which to include all learners in learning activities and to overcome any barriers to this inclusion?

Formative descriptors			
4	3	2	1
You are beginning to be aware of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress. You are beginning to recognise ways in which personalised provision for those you teach, including those with EAL, SEN and disabilities can be met. You also recognise ways in which diversity, equality and inclusion are practically and actively promoted in the classroom. Teaching strategies and resources take some account of diversity and intend to promote equality and inclusion.	Your lessons demonstrate awareness of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress. You are able to make adequate personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are aware of ways to take practical account of diversity and promote equality and inclusion in your teaching. Teaching strategies and resources, although limited in range, take adequate account of diversity and aim to promote equality and inclusion.	Your lessons show understanding of a range of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress. You are able to make effective personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are able to take effective practical account of diversity and overtly promote equality and inclusion in your teaching. A good range of teaching strategies and resources are used which take good account of diversity and promote equality and inclusion.	All of your lessons show a keen understanding of a range of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress. You are able to make very effective personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are able to take effective practical account of diversity and explicitly promote equality and inclusion in your teaching, demonstrating your understanding of the effectiveness of such measures. An extensive range of teaching strategies and resources are used which take very good account of diversity and actively promote equality and inclusion.

### S6: Build positive and collaborative relationships with colleagues and learners

Questions to ask yourself to reflect on your achievement of this standard:

- Do you encourage a mutually supportive environment in which team-work is valued and its significant advantages fully understood?
- Do you work to build and maintain good professional relationships with colleagues and learners with shared and different protected characteristics?

Formative descriptors			
4	3	2	1
You are not yet able to work with learners in a way that encourages achievement. Expectations are not yet evident or inappropriate. Relationships are not yet sufficiently developed. You recognise the need to work with others, but are as yet unsure how this might be developed effectively. You recognise the need to seek information/advice from specialist staff about learners' needs but do not yet do so when appropriate.	You are able to work with learners in a satisfactory way, encouraging them to achieve reasonably successful results. Acceptable expectations are evident, but may not be explicit. Relationships are secure at a basic level. You are committed to working with peers, specialist teachers and other colleagues in a way that is competent and successful. Your dealings with peers, specialist teachers and other colleagues requires some support and guidance.	You are able to work with learners in a way that ensures a positive learning environment is established. Tasks challenge learners appropriately and are effectively communicated. A good rapport with learners generally demonstrates knowledge of, and respect for, learners as individuals. You are fully committed to working collaboratively with peers, specialist teachers and other colleagues with a degree of confidence. You are able to recognise when you need support and guidance and ask appropriate questions.	You are able to work with learners in an enthusiastic and stimulating way. Tasks challenge individuals, taking account of their needs and ensuring engagement. Relationships with learners are managed skilfully and demonstrate a thorough knowledge of individuals. You show complete confidence in working collaboratively and cooperatively with peers, specialist teachers and other colleagues in a range of different contexts.

## Professional Knowledge and Understanding

Develop deep and critically informed knowledge and understanding in theory and practice

### **S7: Maintain and update knowledge of your subject and/or vocational area**

Questions to ask yourself to reflect on your achievement of this standard:

- Do you keep yourself constantly updated on your subject/vocational area so that learners receive the benefit of the latest knowledge and skills?
- Do you collaborate with colleagues to expand your knowledge and understanding?

Formative descriptors			
4	3	2	1
Your subject skills, related pedagogy, knowledge and understanding are lacking in breadth and depth. You are sometimes unable to answer learners' questions at an appropriate level; unaware of their misconceptions and lacking strategies to help them with their own enquiries. You show a restricted understanding of the nature of the subject, related pedagogy and your broader role in the post-compulsory sector.	Your subject skills, related pedagogy, knowledge and understanding are adequate, although occasionally lacking in breadth and depth. You are usually able to cope with learners' questions at an appropriate level and offer some strategies to help them with their own enquiries; you are aware of their misconceptions but need to pay closer attention to these in planning and teaching. You display an awareness of the nature of the subject, related pedagogy and your broader role in the post-compulsory sector.	Your presentation and communication of subject skills, related pedagogy, knowledge and understanding are secure in breadth and depth. You demonstrate an informed ability to cope with learners' questions and enquiries at an appropriate level; you understand that learners bring misconceptions to their learning and have some strategies for establishing and dealing with these in planning and teaching. You have a clear and concise understanding of the nature of the subject, related pedagogy and your broader role in the post-compulsory sector.	Your presentation and communication of subject skills, related pedagogy, knowledge and understanding are comprehensive and very secure in breadth and depth. You are able to suggest a variety of sources of information and research to help learners answer their own enquiries; you understand that learners bring misconceptions to their learning and have strategies for establishing and dealing with these in planning and teaching. You regularly demonstrate a clear and concise understanding of the nature of the subject, related pedagogy and your broader role.

### S8: Maintain and update your knowledge of educational research to develop evidence-based practice

Questions to ask yourself to reflect on your achievement of this standard:

- Do you read professional literature, regularly review professional websites and blogs, etc.?
- Do you reflect on the latest theories and research results with colleagues and discuss how these may be relevant to your teaching and learning context?

Formative descriptors			
4	3	2	1
You are not yet able to utilise professional literature and professional documentation to support your own development with your teaching practice. You are not yet able to reflect on the latest theories and research results as relevant to your subject or vocational area. You do not appropriately reference sources in your academic writing and other relevant documentation.	You sometimes engage in reading professional literature and other professional documentation to support your teaching practice but sometimes need support and guidance with accessing and analysing such materials. You sometimes draw upon relevant literature to support your assignment work as well as your day-to-day teaching practice but you are not yet able to do this independently. You make an attempt to appropriately reference sources in your academic writing and other relevant documentation but need guidance.	You engage in reading professional literature and other professional documentation to support your teaching practice. You mostly able to critically engage with professional materials and can share your thoughts and ideas with other colleagues and trainees. You draw upon relevant literature to support your assignment work, as well as your day-to-day teaching practice. You appropriately reference sources in your academic writing and other relevant documentation.	You regularly engage in reading professional literature and other professional documentation to support your teaching practice. You engage critically with professional materials and can share your thoughts and ideas concisely with other colleagues and trainees. You draw upon a range of relevant literature to support your assignment work, as well as your day-to-day teaching practice. You appropriately reference a wide range of sources in your academic writing and other relevant documentation.



### S9: Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence

Questions to ask yourself to reflect on your achievement of this standard:

- Do you use the understanding you have gained through reading literature on theories and engaging with research to test out new approaches to your practice?
- Do you reflect on the impact of new evidence based approaches with peers?

Formative descriptors			
4	3	2	1
You have sufficient subject and pedagogical knowledge to be aware of key concepts and errors or misconceptions and you are beginning to take account of these in your teaching practice. You recognise the need to clarify and update your subject and pedagogical knowledge as a start to continuing professional development.	You are able to use subject and pedagogical knowledge in a way that begins to secure learners' understanding and address key errors or misconceptions. You employ appropriate professional development strategies to develop and extend your subject and pedagogical knowledge.	You are able to apply subject and pedagogical knowledge to secure learners' understanding and to address errors or misconceptions. You employ appropriate professional development strategies to extend and update your own subject and pedagogical knowledge.	You apply well developed subject and pedagogical knowledge to deepen learners' understanding and to address errors or misconceptions effectively. You are proactive and astutely aware of professional development by extending and updating your subject and pedagogical knowledge.

**S10: Evaluate your practice with others and assess its impact on learning**

Questions to ask yourself to reflect on your achievement of this standard:

- Do you assess your own practice and discuss it with others with a view to collaboratively improving it?

Formative descriptors			
4	3	2	1
<p>Analysis of your own practice is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are tentative in your attitude to teaching and often need motivating.</p> <p>You are not yet able use statistical information to evaluate your teaching.</p> <p>Evaluation of the impact of your own teaching is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are beginning to take account of the attainment and progress of the majority of learners.</p>	<p>You are able to analyse your own practice at a basic level. Sufficient motivation is evident to demonstrate a commitment to the teaching profession. Your reflection is mostly guided and supported by others.</p> <p>You are able to use departmental or institutional statistical information to measure the progress of your learners.</p> <p>You are able to evaluate the impact of your own teaching at a basic level and to recognise obvious good practice. There is some evidence that you have taken account of the attainment and progress of the majority of learners. You sometimes use evaluation and assessment information to inform planning.</p>	<p>Analysis of your own practice shows that some considered conclusions can be drawn. Areas for improvement are identified with some attention to detail and with some success in using this to inform future practice.</p> <p>You are able to use local and national statistical information to monitor the progress of your learners, and to reflect on the effectiveness of your teaching.</p> <p>The evaluation of the impact of your own teaching shows that some considered conclusions are drawn. Areas for improvement are identified with some attention to detail and with some success in using this information to inform future practice. You are able to demonstrate the capacity to take account of the attainment and progress usefully and accurately of learners, including the most able and the least able. You frequently use evaluation and assessment information to inform planning.</p>	<p>The analysis of your own practice is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. A range of different evidence is used to accurately reflect upon.</p> <p>You have a secure and observable knowledge concerning statistical information, demonstrate its use in your planning and delivery of lessons, both in terms of learners' progression, and as a means to reflect on the efficacy of your teaching.</p> <p>The evaluation of the impact of your own teaching is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. You consistently demonstrate the capacity to take account of the progress and achievements of all learners systematically and accurately, and can provide evidence of a range of their work, progress and attainment over time. You consistently and effectively use assessment information to inform planning.</p>

### S11: Manage and promote positive learner behaviour

Questions to ask yourself to reflect on your achievement of this standard:

- Do you consider how the following can be used to help learners by creating a positive, proactive learning environment:
  - Advice from experienced colleagues?
  - Personal professional development?
  - Reflection on your own practice?
- Do you adopt suitable behaviours to act as an exemplary role model to learners?

Formative descriptors			
4	3	2	1
You are beginning to use some appropriate strategies for securing a purposeful learning environment, keeping learners on task and maintaining order. You are unable to secure the attention of the class and set and maintain satisfactory levels of expectation for learners' behaviour. You show insufficient awareness of the classroom and of all the learners. You are unable to anticipate learners' behaviour and pre-empt problems. You are not always clear or consistent in setting expectations for behaviour and are sometimes unable to enforce them. You do not use your placement institution's systems and procedures consistently or effectively. You are not able to establish and maintain a satisfactory classroom presence. You do not use your voice effectively.	You satisfactorily identify what contributes to a learning environment in which learners usually know the boundaries of acceptable behaviour. You use a limited range of strategies for securing a purposeful learning environment, keeping learners on task and maintaining order. You are usually able to secure the attention of the class, and set and maintain satisfactory levels of expectation for learners' behaviour. You show a reasonable awareness of the classroom although may not be fully aware of all the learners at all times. You can usually anticipate learners' behaviour and can sometimes pre-empt problems. On the whole, you make expectations for behaviour clear and are usually able to enforce them. You use your placement institution's systems and procedures reasonably effectively. You have a satisfactory classroom presence. You use your voice reasonably effectively.	You use a good range of strategies for securing a purposeful learning environment, keeping learners on task and maintaining order. You set and maintain high levels of expectation for learners' behaviour and show a good awareness of the classroom and all learners. You can anticipate learners' behaviour and pre-empt most problems. You make expectations for behaviour clear and enforce them consistently. You implement institutional systems and procedures fairly and effectively. You have an effective classroom presence. You use your voice effectively.	You demonstrate your knowledge and understanding of an extensive range of strategies for maintaining a purposeful learning environment, keeping learners on task and maintaining order. You identify in detail what contributes to a positive and purposeful learning environment in which learners always know the boundaries of acceptable behaviour. You set and maintain high levels of expectation for learners' behaviour and show a highly developed awareness of the classroom and all learners. You are highly effective in anticipating learners' behaviour and are able to pre-empt problems. You make expectations for behaviour completely clear and enforce them effectively and consistently. You implement institutional systems and procedures fairly, effectively and consistently. You have a confident, effective and authoritative classroom presence. You use your voice very effectively.

### S12: Understand the teaching and professional role and your responsibilities

Questions to ask yourself to reflect on your achievement of this standard:

- Are you fully aware of the requirements of your role and responsibilities?
- Do you ensure that you learners and colleagues have access to equal opportunities, and are not subject to discrimination as per statutory frameworks?
- Do you keep thoroughly up-to-date on organisational requirements and roles?
- Do you keep thoroughly up-to-date on local and national/statutory regulations and policy changes, and legislation?
- Do you keep up-to-date with relevant curriculum, assessment and examination arrangements?

Formative descriptors			
4	3	2	1
You are not yet aware of key areas of teachers' professional duties and the statutory framework. You are not yet aware of institution and departmental policies and practice, and/or do not use these consistently or effectively. You do not yet demonstrate an adequate awareness of legal requirements, national policies and guidance on the safeguarding of learners. You do not yet take opportunities to promote learners' well-being through classroom interactions, even implicitly.	You have an adequate knowledge and understanding of teachers' professional duties and the statutory framework. You have an adequate knowledge of institution and departmental policies and practice, and use these reasonably effectively. You demonstrate an awareness of legal requirements, national policies and guidance on the safeguarding learners. They promote learners' well-being through classroom interactions.	You have a clear knowledge and understanding of teachers' professional duties and the statutory framework which impacts your work in the classroom and your wider role. You have a broad knowledge of institution and departmental policies and practice, and implement these fairly and effectively. Through interactions with learners inside and outside the classroom, you demonstrate an understanding of the legal requirements, national policies and guidance on safeguarding learners. You promote learners' well-being both implicitly and, on occasion, explicitly through interactions inside and outside the classroom.	You have a well-informed knowledge and understanding of teachers' professional duties and the statutory framework which is consistently demonstrated in your work in the classroom and your wider role. You have a detailed knowledge of institution and departmental policies and practice, and implement these fairly, effectively and consistently. Through interactions with learners inside and outside the classroom, you consistently demonstrate a clear understanding of the legal requirements, national policies and guidance on safeguarding learners. They frequently promote learners' well-being both implicitly and explicitly through interactions inside and outside the classroom.

## Professional Skills

Develop your expertise and skills to ensure the best outcomes for learners

### S13: Motivate and inspire learners to promote achievement and develop their skills to enable progression

Questions to ask yourself to reflect on your achievement of this standard:

- Do you identify the strengths and weaknesses of individual learners and work to deepen the former while ameliorating the latter?
- Do you understand the links between your subject/vocational area and the employment and careers which might be relevant to your learners?
- Do you use your own enthusiasm to motivate and enthuse learners?
- Do you help learners to identify and develop transferable skills?

Formative descriptors			
4	3	2	1
<p>You are beginning to develop a rapport with individuals and/or groups to engage them in learning.</p> <p>Short and medium term planning and teaching demonstrates limited and/or inconsistent understanding of learner progression. Teaching and learning sequences are limited and are not appropriate for the full age and ability range that the training covers. Planning indicates that subject skills, knowledge and understanding are lacking in breadth and depth.</p> <p>You organise class, group and/or individual activities poorly or inadequately or manage them poorly or inadequately. You are unable to modify your teaching to suit the stage of the lesson.</p>	<p>You have developed a rapport with learners/groups so that most are engaged in their learning.</p> <p>Short and medium term planning and teaching demonstrate some understanding of, and provision for, learner progression. Teaching and learning sequences are appropriate for the full age and ability range that the training covers. Planning indicates that subject skills, knowledge and understanding are adequate throughout the key stages and courses taught, although occasionally lacking in breadth and depth.</p> <p>You organise class, group and individual activities adequately and usually manage them adequately. You are able to make some modifications to your teaching to suit the stage of the lesson.</p>	<p>You are well respected by learners; effectively promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Short and medium term planning and teaching demonstrate clear understanding of, and provision for, learner progression. You have a good repertoire of teaching and learning sequences appropriate for the full age and ability range that the training covers. Planning indicates that subject skills, knowledge and understanding are secure in breadth and depth throughout the key stages and courses taught.</p> <p>You organise class and group activities well and manage them well. You are able to make a number of modifications to your teaching to suit the stage of the lesson effectively.</p>	<p>You have developed high levels of mutual respect between yourself and the learners. You are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Short and medium term planning and teaching demonstrate significant understanding of, and provision for, learner progression. You have an extensive repertoire of teaching and learning sequences appropriate for the full age and ability range that the training covers. Planning indicates subject skills, knowledge and understanding are comprehensive and very secure in breadth and depth throughout the key stages and courses taught.</p> <p>You organise class and group activities meticulously and manage them efficiently and effectively. You are able to make a number of modifications to suit the stage of the lesson with great effect.</p>

### S14: Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment

Questions to ask yourself to reflect on your achievement of this standard:

- Do you promote equality and diversity in your teaching and learning in order to create a positive inclusive learning environment?
- Do you recognise and respect that your learners have different experiences, abilities and needs?
- Do you adopt approaches that ensure all your learners have the opportunity to be involved and included in the learning process?
- Do you ensure at all times that the learning environment is safe, and that potential hazards are identified and quickly addressed?

Formative descriptors			
4	3	2	1
<p>Teaching strategies and resources take some account of diversity and intend to promote equality and inclusion. You are beginning to be aware of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress.</p> <p>You are beginning to recognise ways in which personalised provision for those they teach, including those with EAL, SEN and disabilities can be met. You also recognise ways in which diversity, equality and inclusion are practically and actively promoted in the classroom.</p> <p>You organise and manage the use of equipment and resources poorly or haphazardly. You have not established clear routines and/or are not able to utilise them consistently. You do not pay sufficient attention to health and safety issues in the use of resources. Off-site learning opportunities may be identified. These might lack relevance and/or be insufficiently challenging and/or have little focus on extending course-based work. You are unaware of the appropriate procedures to facilitate off-site learning without considerable help.</p>	<p>Teaching strategies and resources, although limited in range, take adequate account of diversity and aim to promote equality and inclusion. Your lessons demonstrate awareness of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress.</p> <p>You are able to make adequate personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are aware of ways to take practical account of diversity and promote equality and inclusion in your teaching.</p> <p>You organise and manage the use of equipment and resources adequately. Clear routines are reasonably well established, although not always utilised consistently. You pay generally adequate attention to health and safety issues in the use of resources. You are able to identify off-site learning opportunities that attempt to build on course-based work. Off-site learning consolidates and extends course-based work appropriately. You are aware of the appropriate procedures required to facilitate off-site learning, including health and safety. You seek help when required.</p>	<p>A good range of teaching strategies and resources are used which take good account of diversity and promote equality and inclusion. Your lessons show understanding of a range of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress.</p> <p>You are able to make effective personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are able to take effective practical account of diversity and overtly promote equality and inclusion in your teaching.</p> <p>You organise and manage the use of equipment and resources well, having established clear routines. You pay good attention to health and safety issues in the use of resources. Off-site learning opportunities are identified that have clear links with course-based work. Off-site learning is stimulating in addition to being appropriate, and is differentiated to encourage learners to learn independently. You are familiar with the appropriate procedures required to facilitate off-site learning, including health and safety. You seek support where required.</p>	<p>An extensive range of teaching strategies and resources are used which take very good account of diversity and actively promote equality and inclusion. All of your lessons show a keen understanding of a range of factors (developmental, social, religious, ethnic, cultural and linguistic) that affect learners' progress.</p> <p>You are able to make very effective personalised provision in both planning and teaching for learners, including those with EAL, SEN and disabilities. You are able to take effective practical account of diversity and explicitly promote equality and inclusion in your teaching, demonstrating your understanding of the effectiveness of such measures.</p> <p>You organise and manage the use of equipment and resources extremely well, having established clear and effective routines. You pay detailed and appropriate attention to health and safety issues in the use of resources. Off-site learning opportunities identified are inventive in the way that they extend course-based learning. A broad range of strategies and approaches to off-site learning is employed, stimulating learners to extend and consolidate their learning. You are confident with the appropriate procedures required to facilitate off-site learning, including health and safety. You seek guidance where required.</p>

### S15: Promote the benefits of technology and support learners in its use

Questions to ask yourself to reflect on your achievement of this standard:

- Do you use data to track learner progress to enable you to plan teaching and cater for individual needs?
- Are you constantly aware of the ways in which technologies can be used to help your learners learn and keep abreast of changes in learning technology?
- Do you consider and improve your own skills in learning technology and work to keep these up-to-date to be able to promote appropriate benefits and support learners?

Formative descriptors			
4	3	2	1
<p>You display limited ICT skills, are unaware of how or when to use ICT to assist your professional role and have little confidence in using ICT to enhance the quality of learners' experience.</p> <p>Planning displays limited opportunities for learners to develop ICT skills.</p>	<p>You display adequate ICT skills, have some understanding of how or when to use ICT to assist your professional role and have begun to use ICT to enhance the quality of learners' experience. Occasionally ICT might be used inappropriately.</p> <p>Planning displays adequate opportunities for learners to develop ICT skills.</p>	<p>You display competent ICT skills and have a clear understanding of how or when to use ICT efficiently to enhance the quality of learners' experience as well as to fulfil your professional role. ICT is used appropriately and with some confidence in the classroom.</p> <p>Planning displays creative opportunities for learners to develop ICT skills.</p>	<p>You display competent and creative ICT skills and have a clear understanding of how or when to use ICT efficiently and effectively to enhance the quality of learners' experience as well as to fulfil your professional role. ICT skills are used confidently and appropriately in the classroom.</p> <p>Planning displays creative and innovative opportunities for learners to develop ICT skills.</p>

### S16: Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning

Questions to ask yourself to reflect on your achievement of this standard:

- Do you identify the needs of individual learners in maths and English?
- Do you find opportunities to develop these skills in motivating and relevant ways?
- Have you developed your own maths and English skills to ensure you have the confidence to support your learners to improve these skills?

Formative descriptors			
4	3	2	1
<p>You display limited maths and English skills, are unaware of how or when to use maths and English to assist your professional role and have little confidence in using maths and English to enhance the quality of learners' experience.</p> <p>Planning displays limited opportunities for learners to develop maths and English skills.</p> <p>You recognise the need to promote high standards of communication, reading and writing and you can sometimes apply this to teaching with guidance.</p>	<p>You display adequate maths and English skills, have some understanding of how or when to use maths and English to assist your professional role and have begun to use maths and English to enhance the quality of learners' experience. Occasionally maths and English might be used inappropriately.</p> <p>Planning displays adequate opportunities for learners to develop maths and English skills.</p> <p>You promote good standards in communication, reading and writing for all learners and begin to exploit relevant opportunities.</p>	<p>You display competent maths and English skills and have a clear understanding of how or when to use maths and English efficiently to enhance the quality of learners' experience as well as to fulfil your professional role. Maths and English are used appropriately and with some confidence in the classroom.</p> <p>Planning displays creative opportunities for learners to develop maths and English skills.</p> <p>You promote good standards in communication, reading and writing for all learners and begin to exploit relevant opportunities.</p>	<p>You display competent and creative maths and English skills and have a clear understanding of how or when to use maths and English efficiently and effectively to enhance the quality of learners' experience as well as to fulfil your professional role. Maths and English skills are used confidently and appropriately in the classroom.</p> <p>Planning displays creative and innovative opportunities for learners to develop maths and English skills.</p> <p>You model very high standards of written and spoken communication in all professional activities. You successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing.</p>



**S17: Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge**

Questions to ask yourself to reflect on your achievement of this standard:

- Do you encourage all learners to appreciate that learning is not a passive process but an active one?
- Do you encourage learners to self-appraise in realistic ways and help them to calibrate their assessments?
- Are you never satisfied with minimum achievement where the learner is clearly capable of more?
- Do you set attainable goals that stretch and challenge learners taking into account their individual capabilities and attributes?

Formative descriptors			
4	3	2	1
<p>You are not yet aware of the importance of assessment, or are not evidencing its use. You do not yet support or guide learners in reflecting on their learning. You do not yet help learners to identify the progress they have made or their emerging learning needs. You provide too few opportunities for learners to evaluate and improve their own performance.</p> <p>You are beginning to encourage learners to participate or contribute. You are beginning to recognise appropriate expectations of learners. With support, you can maintain a purposeful and safe learning environment.</p>	<p>You are using a limited range of assessment strategies, and there is some evidence of the ability to use different kinds of assessment appropriately. Formative assessment strategies are being used but might be limited in terms of their range, consistency or extent. You adequately support learners in reflecting on their learning and identifying their progress and their emerging learning needs. You provide adequate opportunities for learners to evaluate and improve their performance.</p> <p>You routinely encourage learners to participate or contribute; establish an atmosphere conducive to learning by setting high expectations; and believe that all learners have the potential to make progress.</p>	<p>You know and use a range of approaches to assessment. Formative assessment is used on a regular basis with all classes, and its importance understood. You frequently support and guide learners in reflecting on their learning and identifying their progress and their emerging learning needs. You provide frequent opportunities for learners to evaluate and improve their performance.</p> <p>You reliably encourage learners to participate or contribute and establish an atmosphere conducive to learning by setting high expectations of learners that are generally appropriate.</p>	<p>You know and use a wide range of approaches to assessment. Formative assessment has become an integral part of your planning and delivery of lessons. You consistently support and guide learners in reflecting on their learning and identifying their progress and their emerging learning needs. You consistently provide opportunities for learners to evaluate and improve their own performance.</p> <p>You constantly encourage learners to participate or contribute and creatively establish an atmosphere highly conducive to learning by setting high expectations of learners that are appropriately differentiated.</p>

### S18: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement

Questions to ask yourself to reflect on your achievement of this standard:

- Do you understand methods of assessment and their values in specific circumstances and with specific types of learners?
- Do you ensure that all learners have regular, constructive feedback from you?
- Do you understand the theoretical and practical issues surrounding achievement from high-achieving to under-achieving learners?

Formative descriptors			
4	3	2	1
<p>You have a developing understanding of statutory assessments relating to (e.g.) public examinations, and vocational courses. You do not yet show adequate awareness of assessment requirements.</p> <p>You are beginning to understand how learning outcomes demonstrate what is to be assessed. You are beginning to make effective use of a range of assessment, monitoring and recording strategies. You might not yet be able to provide evidence of having recorded learners' progress.</p> <p>You are beginning to recognise that different learners have different learning needs. You have an emerging ability to set challenging learning objectives. You are beginning to recognise different learning styles and the appropriate learning support required by different learners. You are not yet able to accurately assess the learning needs of those you teach, or set challenging learning objectives.</p> <p>You are not yet able to provide timely, accurate and constructive feedback on learners' attainment, progress or areas for development. You give feedback infrequently or inappropriately.</p>	<p>You are aware of, and are able to use, published criteria to assess progress adequately.</p> <p>You devise assessable learning outcomes. There is some evidence of the ability to use a range of assessment, monitoring and recording strategies effectively.</p> <p>You have found some appropriate ways to assess the different learning needs of those you teach. You can set challenging learning objectives, but do not yet do so consistently. You recognise that learners have preferred learning styles and aptitudes but are not yet able to manage the complete range of these in every lesson. You sometimes use learner information to inform planning.</p> <p>You sometimes provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development for different audiences including learners, parents, carers and other professionals.</p>	<p>You know, and are able to use, published criteria to assess progress accurately.</p> <p>Most learning outcomes allow for precise and targeted assessment, monitoring and recording. You effectively use a range of assessment, monitoring and recording strategies both during and following lessons. You demonstrate a sustained approach to assessing, monitoring and recording learners' progress.</p> <p>You regularly find appropriate ways to assess the learning needs of those you teach. You recognise the individual needs, preferred learning styles and aptitudes of the majority of learners. You generally provide challenging learning objectives for all. You frequently use learner information to inform planning.</p> <p>You frequently provide good quality and timely, accurate and constructive feedback on learners' attainment, progress and areas for development to different audiences including learners, parents, carers and other professionals.</p>	<p>You are very aware of published assessment criteria, and are able to use them consistently and accurately.</p> <p>Learning outcomes are consistently and specifically assessable and recordable. You make effective use of a wide range of accurate assessment, monitoring and recording strategies.</p> <p>You are imaginative in devising appropriate ways in which to assess the learning needs of those you teach. You recognise individual needs and consistently set challenging learning objectives and appropriate support for all. You consistently and effectively use learner information to inform planning.</p> <p>You consistently provide high quality and timely, accurate and constructive feedback on learners' attainment, progress and areas for development. This feedback uses appropriate language, tone and detail when reporting to different audiences including learners, parents, carers and other professionals.</p>

### S19: Maintain and update your teaching and training expertise and vocational skills through collaboration with employers

Questions to ask yourself to reflect on your achievement of this standard:

- Are you constantly aware of developments in teaching/training theory and skills as they relate to your subject/vocational area?
- Do you keep yourself constantly up-to-date in your vocational area and relevant occupational skills?
- Do you use, for example, occupational networking, trade and professional memberships, links with employers and the wider community?

Formative descriptors			
4	3	2	1
<p>Analysis of your own practice is carried out at a superficial level. Recognising areas for improvement is restricted to basic or generalised concerns. You are tentative in your attitude to teaching and often need motivating.</p> <p>You recognise the need for on-going professional development and are beginning to identify possible priorities.</p> <p>You do not yet recognise and/or act upon advice and feedback that is given. You do not yet respond to coaching and mentoring or your response may be inappropriate or incomplete.</p>	<p>You are able to analyse your own practice at a basic level. Sufficient motivation is evident to demonstrate a commitment to the teaching profession. Your reflection is mostly guided and supported by others.</p> <p>You are able to identify priorities for your early professional development in the context of induction.</p> <p>You act upon advice and feedback that is given and respond appropriately to coaching and mentoring.</p>	<p>Analysis of your own practice shows that some considered conclusions can be drawn. Areas for improvement are identified with some attention to detail and with some success in using this to inform future practice.</p> <p>You are clearly able to identify priorities for your early professional development in the context of induction. You are able to identify these priorities by effectively reflecting on your own professional practice</p> <p>You always act upon advice and feedback that is given. You understand the reasoning behind coaching and mentoring points and respond appropriately.</p>	<p>The analysis of your own practice is detailed and insightful. The identification of areas for improvement is perceptive, clearly articulated and used to inform future practice. A range of different evidence is used to accurately reflect upon.</p> <p>You have a secure and mature approach to reflecting on professional practice which leads to the identification of clear priorities for extended professional development beyond the context of induction.</p> <p>You always act upon advice and feedback that is given and look at ways in which you can improve your practice further. You clearly understand the reasoning behind coaching and mentoring points, respond appropriately and, with mentor support, you explore your own solutions.</p>

### S20: Contribute to organisational development and quality improvement through collaboration with others

Questions to ask yourself to reflect on your achievement of this standard:

- Do you work with colleagues to improve and develop the organisation in which you work – its systems, structures and policies?
- Do you engage with colleagues by sharing ideas about best practice methods etc. to enhance and improve quality in all its senses – quality of service to learners and stakeholders, quality of learning, quality of products (if appropriate)?

Formative descriptors			
4	3	2	1
<p>You are insufficiently aware of institution and departmental policies and practice, and/or do not use these consistently or effectively.</p> <p>You recognise the need to work with others, but are as yet unsure how this might be developed effectively.</p> <p>Your team working skills are beginning to develop. Your dealings with colleagues are tentative and your attitude or response is inappropriate.</p>	<p>You have an adequate knowledge of institution and departmental policies and practice, and use these reasonably effectively.</p> <p>You are committed to working with peers, specialist teachers and other colleagues in a way that is competent and successful. Your dealings with peers, specialist teachers and other colleagues requires some support and guidance.</p> <p>Your team working skills are adequate. You are able to deal with colleagues in a way that is competent and sufficiently successful. Your dealings with colleagues are at a stage that requires support and guidance. You have a basic understanding of the contribution made by colleagues. Your contribution to teaching teams is adequate. You are able to deal with additional adults in a way that is competent and sufficiently successful. You are able to share the development of effective practice with colleagues appropriately.</p>	<p>You have a broad knowledge of institution and departmental policies and practice, and implement these fairly and effectively.</p> <p>You are fully committed to working collaboratively with peers, specialist teachers and other colleagues with a degree of confidence. You are able to recognise when you need support and guidance and ask appropriate questions.</p> <p>Your team working skills are good. You can approach your dealings with colleagues with a certain degree of confidence. You are able to recognise when you need support and guidance and ask appropriate questions. You have a good understanding of the contribution made by colleagues. Your contribution to teaching teams is clear. You approach your dealings with additional adults with a certain degree of confidence. You are able to share the development of effective practice with colleagues competently.</p>	<p>You have a detailed knowledge of institution and departmental policies and practice, and implement these fairly, effectively and consistently.</p> <p>You show complete confidence in working collaboratively and cooperatively with peers, specialist teachers and other colleagues in a range of different contexts.</p> <p>Your team working skills are very good. You show complete confidence in dealing with colleagues in a range of different contexts. Your conduct with colleagues is completely secure in adopting the appropriate attitude that shows respect for the others' values. You are able to show a detailed understanding of the contribution made by colleagues and a range of other professionals. Your contribution to teaching teams is substantial. You show complete confidence in dealing with additional adults in a range of different contexts. You are able to share the development of effective practice with colleagues proficiently.</p>