

Teachers' Standards – Formative Feedback

Guidance for use with PGCE Secondary Trainees

(print version)

Teachers' Standards 2012

PART ONE: TEACHING

Preamble

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

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well structured lessons

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

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards 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.

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Introduction

This formative feedback guidance is based heavily on that produced through a collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA.

The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS. **All trainees recommended for the award of QTS must meet all of the Standards at least at the 'Establishing' level.** This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve better outcomes, as indicated by the guidance for 'Embedding' and 'Enhancing'. School-based training programmes must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The feedback guidance helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Higher achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the complementary school experiences in which the training has taken place. Part Two of the Teachers' Standards relates to personal and professional conduct. Trainees are expected to demonstrate high professional standards from the outset. For that reason the guidance on the standards in Part Two is not graded.

Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Teachers' Standards DfE 2012	BCU formative feedback guidance to indicate the trainee's achievement against the Standard. Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with a 'good' grade.	BCU formative feedback guidance, based on UCET / NASBTT guidance on the attainment required to make the judgement for the recommendation for the award of QTS with an 'outstanding' grade.

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Preamble

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

PART ONE: TEACHING

A teacher must...

Standard 1: Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Is the trainee able to create and maintain a positive, purposeful, safe and secure learning environment?
- Does the trainee establish positive relationships with learners that enable them to inspire, motivate and challenge learners?
- Does the trainee implement the school's policies on equality, discipline, bullying and harassment?
- Can the trainee encourage learners to contribute views, and to reflect on, evaluate and learn from their mistakes?
- Can the trainee resolve conflicts and learners' problems sensitively to protect their self-esteem?
- Does the trainee succeed in teaching learners to cooperate, to collaborate and to listen to others?
- Does the trainee establish high expectations for learner behaviour, and resolve conflicts inside and outside the classroom appropriately?
- Is the trainee able to build learners' confidence?
- Do learners show respect and sensitivity in their relationships with one another and in their responses to the trainee?
- Does the trainee set a good example through the relationships they forge and in their general conduct throughout the school?
- Has the trainee planned work at a suitably high level in relation to age and ability and to external benchmarks such as national curriculum level descriptors?
- Has the trainee planned to meet diverse needs?
- Does the trainee demonstrate an understanding of the needs of minority groups
- Does the trainee encourage a 'can-do' approach?
- Does the trainee communicate and promote positive attitudes, values and behaviour by personal example?
- Does the trainee motivate children and young people and encourage them to engage in and enjoy learning?

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Formative Descriptors for Trainees

A teacher must...

S1: Set high expectations which inspire, motivate and challenge pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning.</p> <p>Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered.</p> <p>Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.</p>	<p>Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning.</p> <p>Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Usually encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.</p>	<p>Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p> <p>Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Routinely requires the support of another professional to set goals that stretch and challenge pupils.	Routinely set goals that engage most pupils in their learning including those from the range of backgrounds represented and with special educational needs and/or disabilities.	Set goals that motivate, enthuse and motivate most pupils.	Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<p>Unable to demonstrate positive attitudes, values and behaviour. Shows inconsistent or unequal respect for pupils, colleagues, parents/carers and lacking support for the ethos of the school. Unable to demonstrate sufficient enthusiasm for working with pupils and/or for teaching and learning.</p>	<p>Be able to demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and support the ethos of the school. Demonstrate enthusiasm for working with pupils and for teaching and learning.</p>	<p>Usually demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and actively support the ethos of the school. Most learners are enthused and motivated to actively participate in their learning.</p>	<p>Consistently demonstrate positive attitudes, values and behaviours. Show high levels of respect for pupils, colleagues, parents/carers and energetically support the ethos of the school. Generate high levels of enthusiasm, participation and commitment to learning for all pupils.</p>

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A teacher must...

Standard 2: Promote good progress and outcomes by pupils

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

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee know how to set realistic targets for learners, and involve them fully in every aspect of learning?
- Does the trainee know how to monitor individual responses and use discussion and questioning to provide challenges at a variety of levels?
- Can the trainee demonstrate how they have modified their lesson planning in the light of their evaluations of impact?
- Does the trainee adapt their support and strategies according to the age and ability of learners, and according to the subject matter?
- Does the trainee know how to use pupil-level and school-level data to gauge the impact of their teaching?
- How does the trainee support learners to develop self assessment skills?
- How effective is the trainee's feedback to and dialogue with individuals and groups in supporting self assessment?
- Does the trainee support learners in making judgements about their progress towards meeting learning objectives?
- Does the trainee prepare and use self assessment tasks and activities to support learners in developing reflective skills?
- Does the trainee have a secure understanding of how learners learn?
- Is the trainee able to make realistic judgements about their impact on the progress of individual learners?
- Does the trainee have evidence to show that the modifications they plan lead to changes in practice?
- Does the trainee seek advice and feedback from experienced colleagues on the impact of their teaching?

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Formative Descriptors for Trainees

A teacher must...

S2: Promote good progress and outcomes by pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Be accountable for pupils' attainment, progress and outcomes	<p>Understanding of teachers' accountability for attainment, progress and outcomes is limited such that responsibility is not demonstrated in planning and teaching, even with guidance.</p> <p>Unaware of or unable to implement school policy. Unable to demonstrate the ability to evaluate and communicate the impact of teaching and learning outcomes for pupils.</p>	<p>Understand how teachers are accountable for attainment, progress and outcomes of pupils and have taken some responsibility for this in planning and teaching with guidance from other professionals.</p> <p>Broadly in line with school policy, demonstrate ability to evaluate and communicate the impact of teaching and learning outcomes for most groups of pupils including those with special educational needs and disabilities.</p>	<p>In planning and teaching, assume responsibility for attainment, progress and outcomes of the pupils they teach.</p> <p>In line with school policy, maintain and communicate detailed and informed evaluation of the impact of teaching which usually highlights the attainment and progress of pupils in lessons.</p>	<p>In planning and teaching, assume a high level of responsibility for attainment progress and outcomes of the pupils they teach.</p> <p>Fully in line with school policy and demonstrating understanding such that they may guide others, such as teaching assistants, provide extensive and varied examples of how they have secured and sustained progression for all groups of learners</p>
b) Plan teaching to build on pupils' capabilities and prior knowledge	Short and medium term planning does not demonstrate understanding of, or provision for, pupil progression and/or takes no account of evidence of prior achievement.	In short and medium term planning and teaching, demonstrate some understanding of, and provision for, pupil progression taking into account evidence of prior achievement.	In short and medium term planning, consistently take into account the prior learning of the pupils. Demonstrate a sound understanding of the need to develop pupils' learning over time clearly based on evidence of prior achievement.	Demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and be able to articulate a clear and well-justified rationale as to how they are building on prior achievement clearly based on a range of evidence.
c) Guide pupils to reflect on the progress they have made and their emerging needs	Planning and/or teaching do not provide adequate opportunities for pupils to reflect on their learning. Reflections may be superficial and pupils are unable to identify meaningful progress or learning needs.	Be able to support pupils in reflecting on their learning and identifying their progress and emerging learning needs. Plan lessons that include suitable opportunities for learners to evaluate and improve their performance	Regularly provide pupils with the opportunity to reflect on their own progress and learning needs, supporting pupils in explaining ways forward. Use this, along with other forms of assessment, to inform future planning and teaching.	Actively promote engaging and effective methods that support pupils in reflecting on their progress and learning needs, and formulating developmental targets. Use this, along with other forms of assessment, to shape future planning and teaching.
d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Little or no understanding of how pupils learn. Little or no awareness of how teaching strategies facilitate learning or overcome potential barriers. Interventions are limited or lack focus.	Understand how pupils learn and use this understanding to select a range of teaching strategies to facilitate learning and overcome potential barriers to learning for groups of pupils using targeted interventions.	Use knowledge and understanding of how pupils learn to select effective teaching strategies to encourage independent learning and to set appropriately challenging tasks which enable pupils to overcome potential barriers and make good	Use detailed knowledge and understanding of how pupils learn to select the most effective strategies to encourage independent learning and to set appropriately challenging tasks which enable all pupils to overcome potential barriers and

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S2: Promote good progress and outcomes by pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
			progress. Use well-targeted interventions, routinely checking pupils' understanding.	consistently make good progress. Consistently anticipate and use well-targeted interventions, systematically and effectively checking pupils' understanding.
e) Encourage pupils to take a responsible and conscientious attitude to their own work and study	Plans for teaching and learning lack sufficient challenge and/or opportunities for independent learning, a responsible and conscientious attitude to work and study and/or pupils are unable to make satisfactory process.	Plan teaching and learning activities with high expectations which encourage independent learning and a responsible and conscientious attitude to work and study, such that all groups of pupils make at least satisfactory progress.	Regularly plan teaching and learning activities with high expectations which promote independent learning and a responsible and conscientious attitude to work and study, such that the majority of pupils make at good progress.	Consistently plan teaching and learning activities with high expectations which promote independent learning and a responsible and conscientious attitude to work and study, such that the majority of pupils make very good progress.

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A teacher must...

Standard 3: Demonstrate good subject and curriculum knowledge

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

Questions for Assessors

These questions are for guidance only and are NOT requirements.

Does the trainee demonstrate that they:

- Have secure subject-related pedagogical knowledge and understanding of the relevant subject?
- Can answer learners' questions confidently and fully?
- Can foster and maintain pupils' interest?
- Know and can respond to learners' common misconceptions?
- Have a sufficiently secure knowledge and understanding of relevant curricula, frameworks and initiatives?
- Have knowledge and understanding of any new initiatives applicable to the age range they are training to teach, and make critical use of them?
- Can promote the value of pupil scholarship and the value of further learning?
- Can locate relevant resources to help them improve their teaching and wider professional activities?
- Know the ways that learners can be supported in developing literacy across the curriculum?

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Formative Descriptors for Trainees

A teacher must...

S3: Demonstrate good subject and curriculum knowledge				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Requires support with subject and curriculum knowledge when planning lessons in order to meet the needs of pupils. Only able to maintain low level pupil interest due to limited subject knowledge and inability to adequately address misconceptions.	Have the knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach and be able to respond appropriately to questions,; using subject specific language accurately. Able to foster and maintain pupils' interest in the subject showing an awareness of learners' common misconceptions.	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. Make good use of secure subject/curriculum and pedagogical knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions in teaching.	Draw on in-depth subject/curriculum knowledge to plan confidently for progression and stimulate and capture pupils' interest. Demonstrate very well-developed subject/curriculum and pedagogical knowledge by anticipating common errors and misconceptions in planning.
b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Demonstrate little/no awareness of developments in the subject and curriculum area. Limited subject knowledge to promote the value of scholarship	With guidance, extend and up-date subject/ curriculum and pedagogical knowledge as a key element of continuing professional development. Be able to promote pupils' scholarship and further study within the subject and curriculum area.	Know how to employ appropriate professional development strategies to extend and up-date subject/curriculum and pedagogical knowledge. Promote scholarship and further study to all pupils within their given subject and curriculum area.	Be proactive and astutely aware of personal development needs in terms of extending and up-dating subject/curriculum and pedagogical knowledge. Promote high levels of scholarship and the value of further study to all pupils within their subject and curriculum area.
c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Has limited or no understanding of the need to promote standards of communication, reading and writing, and demonstrates limited or no ability to put these into practice.	Demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners, and build these into lessons.	Model good standards of written and spoken communication in all professional activities; encouraging and supporting learners to develop these skills in their lessons.	Consistently model very high standards of written and spoken communication in all professional activities. Successfully identify and exploit opportunities to develop learners' skills in communication, reading and writing.
d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Where this is applicable: unable to demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic	Where this is applicable: demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic	Where this is applicable: 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-	Where this is applicable: 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-

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S3: Demonstrate good subject and curriculum knowledge				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
	synthetic phonics, and so unable to apply this effectively across the specific age phases they are training to teach.	synthetic phonics, to be able to apply this effectively across the specific age phases they are training to teach.	phases they are training to teach.	phases they are training to teach.
e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	Where this is applicable: unable to demonstrate sufficient knowledge and understand of the principles and practices of teaching and assessing early mathematics and so unable to apply this effectively across the specific age phases they are training to teach	Where this is applicable: know and understand the principles and practices of teaching and assessing early mathematics, so as to be able to apply this effectively across the specific age phases they are training to teach.	Where this is applicable: 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.	Where this is applicable: 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.

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A teacher must...

Standard 4 Plan and teach well structured lessons

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

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee select and adapt teaching styles and strategies to suit the stage of the lesson, and to suit the learning of individuals, groups and whole classes as appropriate?
- Does the trainee draw on a range of relevant resources when planning?
- Does the trainee plan lessons to take account of the age and ability range of the learners?
- Does the trainee use accurate assessments of learners' progress to inform planning?
- Does the trainee build on learners' prior experience?
- Can the trainee plan for a personalised learning approach?
- Does the trainee support and encourage learners to manage aspects of their own learning?
- Does the trainee engaged and challenge learners so that they enjoy learning?
- Does the trainee successfully differentiate teaching to take account of learners' needs?
- Does the trainee manage the timing and pace of lessons?
- Does the trainee intervene effectively to support learning?
- Can the trainee manage unexpected changes of direction or shifts in emphasis?
- Does the trainee plan homework or other out-of-class work to take account of learners' attainment, needs and interests?
- Does the trainee design, assess and record relevant homework to consolidate and extend learning?
- Does the trainee offer learners feedback about their homework including their achievements and targets for improvement?
- Does the trainee use self-reviewing techniques to identify specific ways of improving their practice?

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Formative Descriptors for Trainees

A teacher must...

S4 Plan and teach well structured lessons				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Impart knowledge and develop understanding through effective use of lesson time	The range of teaching strategies and resources employed is limited. Lessons are not always pitched to meet the needs of the learners.	Employ a range of teaching strategies and resources. Plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes.	Confidently try out a range of approaches to teaching and learning. Plan lessons that usually take account of children's needs and interests through differentiated learning outcomes and carefully matched activities and resources to support learners in achieving intended learning outcomes.	Plan lessons that often use well chosen, imaginative and creative strategies that engage all pupils' interests and curiosity as well as matching individuals' needs.
b) Promote a love of learning and children's intellectual curiosity	Limited effective use of pace and timing within the lesson. Lack of confidence to adapt learning as the needs arise. Learners are insufficiently challenged.	Adapt the pace of learning in response to the needs of learners; create an environment in which learners are usually engaged.	Facilitate a pace of learning that meets the needs of learners; create an environment in which learners are engaged.	Facilitate a pace of learning that is varied and skillfully used to motivate, inspire and enthuse learners.
c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Homework is not planned and/or does not sustain learners' progress or consolidate learning. Little or no thought given to the possibility of out-of-class activities.	Design and set appropriate homework or other out-of-class activities to sustain learners' progress and consolidate learning.	Set homework and other out-of-class activities that enable learners to make good progress and consolidate learning.	Set wide-ranging and inspiring homework and other out-of-class activities to engage learners and facilitate excellent levels of progress.
d) Reflect systematically on the effectiveness of lessons and approaches to teaching	Limited ability to evaluate and reflect on own teaching to further develop practice and improve the impact on learners.	Evaluate successful and less effective lessons with some reference to the impact on learners, using this to further develop practice.	Systematically evaluate the effectiveness of practice and its impact on learners, using this to adapt future practice accordingly.	Evaluate practice systematically, highly critically and reflectively. Accurately judge the impact of the teaching on pupils and use this to inform future practice.
e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Little involvement with or contribution to the design and provision of the curriculum.	Where appropriate, in collaboration with school colleagues, contribute to medium term planning development that will support an engaging curriculum.	Make a positive contribution to developing curriculum planning and resources in the placement setting.	Show initiative in contributing to curriculum planning and developing and producing effective learning resources in the placement setting.

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A teacher must...

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Is the trainee able to take account of the range of learners' needs through an inclusive approach?
- Does the trainee identify learners' needs and differentiate tasks, activities and resources effectively to support individuals and groups of learners including those with special educational needs, those with disabilities, those for whom English is an additional language, and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- How well does the trainee understand the progress made by individual learners in a lesson or sequence of lessons?
- How well does the trainee apply such understanding in identifying personalised targets for future lessons?
- Does the trainee understand the impact of the design and content of the curriculum on meeting learners' needs, and the extent to which teaching strategies and resources can be modified to provide for personalised learning?
- Does the trainee know how to use the principles and techniques of formative assessment in order to meet the needs of all learners?
- Has the trainee found out about and taken account of the key factors that contribute to the development, progress and well-being of learners, including drawing on evidence from a range of stakeholders?
- Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?
- Is the trainee aware of the extent to which different backgrounds and influences may impact learning both positively and negatively?
- Does the trainee know to whom they should refer for support and advice on EAL including bilingual learners, SEN, disability and diversity, and how to utilise the advice and support?
- Does the trainee understand the connection between a child or young person's behaviour, and changes or difficulties in their personal circumstances?

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Formative Descriptors for Trainees

A teacher must...

S5: Adapt teaching to respond to the strengths and needs of all pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Unable to recognise the different needs and strengths of individuals and groups. Differentiation strategies, if attempted, do not address learners' strengths or needs such that they are able to achieve their potential. Interventions are limited or lack focus.	Recognise the different needs and strengths of individuals and groups of pupils. Begin to use differentiation strategies in their teaching to address these strengths and needs so that learners are supported in achieving their potential. Use targeted interventions to support learning.	Consider the different needs and strengths of individuals and groups of pupils. Consistently differentiate teaching to develop strengths and meet needs of learners so that they make sound progress. Use well targeted interventions to promote learning.	Quickly and accurately discern the strengths and needs of individuals and groups of pupils. Be proactive in skillfully differentiating teaching to develop strengths and meet needs of learners so that they make good progress. Consistently use effective interventions to ensure learning.
b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Limited recognition of potential barriers to learning or strategies to address them. Unable to adapt teaching to respond to strengths and/or needs of pupils.	Recognise a range of potential barriers to learning and begin to use strategies to address them. Adapt teaching to respond to the strengths and needs of all pupils.	Use a range of effective strategies to reduce barriers to learning and respond to the strengths and needs of pupils. Adapt teaching to directly address the strengths and needs of all pupils.	Proactively employ a range of effective strategies to reduce barriers to learning and respond to the strengths and needs of pupils. Adapt teaching to address the strengths and needs of all pupils effectively.
c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	Demonstrates little or no awareness of physical, social and intellectual needs at different stages of development. Unable to take account of developmental stages in teaching across the range of pupils taught.	Demonstrate some awareness of physical, social and intellectual needs at different stages of development and take account of this in their teaching across the range of pupils taught.	Demonstrate sound awareness of physical, social and intellectual needs at different stages of development and careful to take account of this in their teaching across the range of pupils taught.	Demonstrate excellent awareness of physical, social and intellectual needs at different stages of development and take detailed and effective account of this in their teaching across the range of pupils taught.
d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Has little or no understanding of the needs of pupils and/or is unable to articulate or use different teaching approaches to engage or support the range of pupils. Is unable to evaluate the effectiveness of teaching approaches on the progress of individual learners.	Have some understanding of the needs of all pupils and be able to articulate and use distinctive teaching approaches to engage and support pupils including those with particular needs, e.g. EAL, SEND, G&T. Be able to evaluate the effectiveness of teaching approaches on the progress of individual learners.	Have sound understanding of the needs of all pupils and be able to articulate and use distinctive teaching approaches efficiently to engage and support all learners including those with particular needs, e.g. EAL, SEND, G&T. Be able to critically evaluate the effectiveness of teaching approaches on the progress of all learners.	Have an perceptive understanding of the needs of all pupils and be able clearly to articulate and use distinctive teaching approaches effectively to engage and support all learners, including those with particular needs, e.g. EAL, SEND, G&T. Be able to critically evaluate with sharp clarity the effectiveness of teaching approaches on the progress of all learners.

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees

A teacher must...

Standard 6: Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- Does the trainee engage in discussion with experienced colleagues about assessment requirements and arrangements?
- Is the trainee aware of how to moderate and interpret assessments and apply this in practice?
- Is an awareness and understanding of assessment requirements and arrangements evident in the trainee's planning and teaching?
- Is the trainee familiar with ways of preparing learners for assessment activities and is this apparent in practice?
- Is the trainee familiar with the national expectations for pupils in the subject, and how learners make progress, based on an understanding of available data sets?
- Does the trainee know and understand how to apply a range of assessment strategies in different contexts and for different purposes?
- Does the trainee know and understand how and why formative assessment can improve learning outcomes and attainment?
- Does the trainee know and understand the value of oral and written feedback and apply this to practice, engaging learners with feedback?
- Does the trainee know and understand the ways that immediate feedback can reinforce learning, challenge understanding, construct ways forward, and help learners to improve? Is this applied in practice?
- Does the trainee know and understand the impact of their feedback, for example on learner engagement, enthusiasm and confidence?
- Does the trainee know and understand the need for learners to understand the purposes of tasks and activities, and how this understanding can support self and peer assessment?
- Does the trainee know and understand the benefits of involving learners in the assessment of their own learning?
- Does the trainee know and understand how assessment relates to intended learning outcomes and use this to generate learners' targets?
- Is the trainee able to set realistic targets for achievement based on the pupil level data available to them?
- Can the trainee demonstrate how statistical information can be used to differentiate their teaching and to personalise learning?
- Does the trainee assess learners and set them targets against their achievement of intended learning outcomes and national benchmarks?
- Are learners involved in setting objectives for the development of their own learning?
- Does the trainee provide immediate feedback in order to reinforce learning, challenge understanding, construct ways forward, and help all groups of learners to improve?
- Does the trainee provide oral and written feedback that is accurate and constructive, securing learner engagement and confidence?
- Does the trainee use a range of assessment strategies, and demonstrate an understanding of the impact of formative assessment?

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees



Formative Descriptors for Trainees

A teacher must...

S6: Make accurate and productive use of assessment				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Lacks secure understanding of the statutory assessment requirements for the subject and age phases they teach. Assessments lack accuracy against national benchmarks.	Have a secure understanding of the statutory assessment requirements for the subject and age phases they teach. Able to make broadly accurate assessments against national benchmarks.	Have a good understanding of the statutory assessment requirements for the subject and age phase they teach. Assess pupils' attainment accurately against national benchmarks.	Have an excellent understanding of the statutory assessment requirements for the subject and age phase they teach. Confidently and accurately assess pupils' attainment against national benchmarks.
b) Make use of formative and summative assessment to secure pupils' progress.	Lacks understanding of an appropriate range of formative and summative assessment strategies and/or strategies are not used to ensure satisfactory pupil progress.	Planning and teaching is informed by a developing a range of formative and summative assessment strategies to ensure pupils make satisfactory progress.	Employ a range of appropriate formative and summative assessment strategies effectively and adapt teaching within lessons in the light of pupils' responses.	Employ a range of assessment strategies very effectively in their day to day practice to monitor progress and inform future planning. 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.
c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Assessment data is not used to evaluate the impact of teaching on pupil progress and/or the impact is not judged accurately. Teaching and classroom practice may not be modified when necessary. Lack of understanding of school and pupil level summative data and/or the data is not used to set appropriate targets and/or to monitor progress in all groups. Monitoring pupil progress is either absent, limited or inaccurate. Target setting is inadequate and/or not consistent across individuals and groups.	Use relevant assessment data to evaluate the impact of teaching on the progress of learners and as a basis for modifying teaching and classroom practice when necessary. Understand how school and pupil level summative data is used to set targets for groups and individuals and use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, monitor pupil progress and maintain accurate records, setting new targets for individuals and groups	Use relevant assessment data accurately to evaluate the impact of teaching on the progress of learners and to modify teaching and classroom practice as necessary. Use school and pupil level summative data to set targets for groups and individuals to monitor progress in the groups they teach. Independently monitor pupil progress and maintain accurate records, setting sharp targets for individuals and groups.	Use relevant data accurately and confidently to critically evaluate the impact of teaching on the progress of learners, adapting teaching and classroom practice to this end. Use school and pupil level summative data to set targets for groups and individuals to secure good progress in the groups they teach. Monitor pupil progress consistently and maintain accurate records, setting sharp targets for individuals and groups.

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees



S6: Make accurate and productive use of assessment				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Unable to provide appropriate feedback in different formats. Pupils are not encouraged to respond to feedback.	Provide appropriate feedback both orally and through marking to help pupils make progress. Pupils are encouraged to respond to feedback.	Assess learners' progress accurately and provide regular and constructive feedback both orally and through marking. Pupils are provided with opportunities to respond to feedback and assessments so that they know how well they have done and what they need to do to improve.	Assess learners' progress accurately and provide consistent and precise feedback both orally and through marking. Pupils are equipped and supported to respond, working with the trainee to accurately target further improvement and secure rapid progress.

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees

A teacher must...

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

Does the trainee:

- Make use of relevant school policies, such as the school's behaviour policy, to secure appropriate learning behaviours?
- Use the full range of rewards and sanctions fairly and consistently?
- Use praise appropriately?
- Communicate in ways that demonstrate respect for others?
- Employ a range of strategies to secure effective learning behaviours including self-control and independent learning, so that all learners can make progress?
- Employ a range of strategies including working with colleagues across the wider school workforce to secure appropriate learning behaviours and effective progress?
- Establish and maintain effective relationships with learners?
- Ensure that learners know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of the negative behaviours of some learners on teaching, and on the learning of others?
- Use different organisational strategies to support individuals and groups effectively?
- Understand the link between learners' behaviour and their involvement and engagement with a lesson?
- Use high quality teaching resources to engage and involve learners and help to maintain positive learning behaviours?
- Work with colleagues across the wider school workforce to establish a purposeful learning environment?
- Set realistic targets for learners, and involve them fully in every aspect of learning?
- Recognise and take account of the specific needs of individuals and groups of learners?

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees



Formative Descriptors for Trainees

A teacher must...

S7 Manage behaviour effectively to ensure a good and safe learning environment				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Rules and routines not established or not consistent with the school's framework for behaviour. Limited awareness of, or engagement with, the responsibility for promoting good and courteous behaviour in the classroom or around the school.	Work within the school's framework for behaviour and can mostly apply rules and routines consistently and fairly. Take opportunities to promote good and courteous behaviour in the classroom and, to some extent, around the school.	Use the school's framework to apply rules and routines consistently and fairly. Consistently promote good and courteous behaviour in the classroom and around the school.	Confidently use the school's framework, applying rules and routines consistently and fairly. Actively encourage pupils to behave well and to display high levels of courtesy in the classroom and around the school.
b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Expectations for behaviour inconsistent or not sufficiently high. Use of sanctions, rewards and praise are not consistent and/or fair.	Mostly have high expectations of behaviour and use a range of strategies including sanctions, rewards and praise to establish a purposeful learning environment.	Consistently have high expectations and use a range of strategies to effectively promote positive behaviour; use sanctions, rewards and praise to create a purposeful and productive learning environment.	Confidently and consistently have high expectations and use a range of strategies to promote positive behaviour and apply these very effectively, including use of sanctions, rewards and praise to create an environment highly supportive of learning.
c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Planning and teaching are insufficiently challenging and/or pupils' learning needs are not adequately supported, leading to a lack of involvement, motivation and/or unacceptable behaviour	Recognise that planning and teaching lessons which challenge pupils, and in which their learning needs are supported, will involve and motivate them, so contributing to effective behaviour management.	Ensure that planning and teaching allows good behaviour management so that learners demonstrate positive attitudes towards the teacher, their learning and each other, allowing lessons to flow smoothly so that disruption is unusual.	Plan and teach effectively so that pupils' behaviour is managed with ease and learners display very high levels of engagement, courtesy, collaboration and cooperation.
d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Unable to establish effective relationships with pupils and/or unable to exercise appropriate authority. Does not know when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	Establish and maintain good relationships with pupils and mostly exercise appropriate authority. Know when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	Maintain and develop good relationships with pupils and consistently exercise appropriate authority. Actively seek and act on additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	Make highly effective relationships with pupils and consistently and confidently exercise appropriate authority. Actively seek, critically engage with and effectively act on additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees

A teacher must...

Standard 8: Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

- What is the nature of the contributions made by the trainee to the wider life and ethos of the school and what impact do these have?
- Does the trainee seek guidance and support from, and communicate positively and effectively with, colleagues and other professionals?
- Does the trainee establish collaborative working relationships with colleagues within and outside of the classroom?
- Does the trainee demonstrate a clear understanding of how the teacher's role relates to that of other colleagues in school and other support professionals?
- How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise?
- Is the trainee aware of how they might contribute to the work of other professionals across the spectrum of children's services?
- Is the trainee able to contribute to planning when working with others, for example, teaching assistants, peers, coaches or mentors?
- Does the trainee engage with colleagues in the reflection on and discussion of practice?
- Does the trainee brief colleagues sufficiently about the expectations of learners' progress?
- Does the trainee monitor the impact of colleagues' work and provide them with positive and constructive feedback?
- Is the trainee able to identify and reflect on their main strengths and achievements as a trainee teacher, and on the knowledge, skills and expertise they have developed?
- Is the trainee able to critically appraise and justify their own and others' practice in the light of innovation?
- Is the trainee able to develop their own practice as a result of an informed and constructively critical analysis of innovations they encounter?
- Does the trainee seek opportunities to engage in collaborative planning and teaching?
- Is the trainee open to advice and feedback from others including, mentors, tutors and peers, respond positively to constructive criticism?
- Is the trainee able to reflect on and evaluate advice and feedback, demonstrating the ability to develop their professional practice?
- Is the trainee able to articulate the benefits of engaging with others, including parents and carers, in supporting learning and teaching, and raising attainment levels?
- Does the trainee demonstrate sensitivity, for example to ethnic, cultural and religious factors when communicating with parents and carers?

Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees



Formative Descriptors for Trainees

A teacher must...

S8 Fulfil wider professional responsibilities				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Make a positive contribution to the wider life and ethos of the school	Limited understanding of school ethos. Requires help and/or prompting to contribute to the wider life of the school.	Understand and able to support the ethos of the school, showing an inclination to contribute to the wider life of the school in appropriate ways.	Proactive in seeking out opportunities to contribute to the wider life and ethos of the school.	Proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.
b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Limited or tentative relationships with colleagues with limited or basic skills in working collaboratively. Shows no evidence of independently being able to ask for information / advice from specialist staff about individual pupils' needs.	Build professional relationships with colleagues and have the skills required to work collaboratively. Understand when to ask for information / advice from specialist staff about individual pupils with specific needs.	Be effective in building good professional relationships with colleagues and collaborate well on a regular basis. Seek advice from relevant professionals in relation to pupils with individual needs.	Build strong professional relationships and play a key role in effective collaboration with colleagues. Proactively seek advice from relevant professionals in relation to pupils with individual needs.
c) Deploy support staff effectively	Inadequate communication with and/or direction of support staff in supporting pupils' learning.	Communicate with and direct support staff to assist in supporting pupils' learning.	Take responsibility for effectively deploying support staff in their lessons to support pupils' learning.	Take responsibility for effectively deploying support staff in their lessons to support the full range of learners with their learning.
d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Unclear about professional practice and/or limited ability to identify development targets. Unclear how to meet targets. Does not respond to advice.	Evaluate professional practice to identify development targets and opportunities to address and meet these. Respond to advice.	Proactively evaluate professional practice to identify challenging targets and opportunities to address and meet these. Actively seek and value feedback, using it to develop their own teaching further.	Critically evaluate professional practice to identify challenging and focused targets and wide ranging opportunities to address and meet these. Deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.
e) Communicate effectively with parents with regard to pupils' achievements and well-being.	Limited and/or ineffective communication with parents and carers about pupils' achievement and well-being.	Communicate with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.	Communicate effectively, both verbally and in writing (where appropriate), with parents and carers in relation to pupils' achievements and well-being.	Communicate effectively, with understanding and sensitivity, both verbally and in writing (where appropriate), with parents and carers in relation to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Questions for Assessors

These questions are for guidance only and are NOT requirements.

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| <ul style="list-style-type: none">○ Does the trainee display high standards of personal and professional behaviour inside and outside school, including attendance and punctuality?○ Does the trainee establish and maintain sound professional relationships, rooted in mutual respect?○ Is the trainee able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks?○ Is the trainee aware of their responsibilities in relation to, for example, equality legislation and duties and safeguarding?○ Does the trainee seek advice at an appropriate stage in relation to, for example, understanding different faiths and beliefs?○ Does the trainee take appropriate responsibility for their own and learners' well-being in the classroom and during off-site activities or visits?○ Is the trainee able to judge when they may need advice and help in matters of child protection or confidentiality?○ Is the trainee aware of the range of policies that support school practice and does the trainee incorporate these to support their planning, teaching and wider involvement in the life of the school? |
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Teachers' Standards

Formative Feedback Guidance for use with PGCE Secondary Trainees

Formative Descriptor for Trainees

A teacher is expected to:

Demonstrate consistently high standards of personal and professional conduct.

All trainees to be awarded QTS demonstrate high standards of professional behaviour and that:

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

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

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