

BCU Tracker

The following pages include the BCU 'Tracker' that provides descriptors against each of the Standards. The descriptors are designed to be used formatively, so that you and your mentor can agree on the progress that you are making with meeting the Standards each week.

At the progress check and End of Placement Report assessment stage, your mentor and BCU tutor will review evidence that you present in order to demonstrate your progress in relation to the Teachers' Standards. Your mentor will complete a progress review and end of placement report and your BCU tutor will meet with you for a Progress Review Meeting. ***At each Progress Review Meeting, you need to provide 5 pieces of evidence that demonstrate your achievement across the Standards.***

Underline in PENCIL applicable statements during weekly meetings with subject mentors.

In collaboration with your Subject Mentor to support your Progress Check, highlight in ORANGE all applicable descriptors of each sub-standard and use these to reflect a 'Best Fit' judgement of your achievement.

In collaboration with your Subject Mentor to support your End of Placement Report, highlight in GREEN all applicable descriptors of each sub-standard and use these to reflect a 'Best Fit' judgement of your achievement.

Nb. If you have not met the sub-standard based on the descriptors below, please leave it blank.

Standard Prompts	Not Met	Working Towards	Met Teacher Standards		
		Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
Explanation	Currently not meeting this standard	Works with clearly focused support	Works confidently under direction	Growing independence	Independent and proactive and demonstrates initiative
What does this look like?	Currently not meeting or has not had opportunity to meet this standard	Can carry out these tasks with continual mentor/tutor support	Can carry out these tasks when directed when/how to do them by the mentor/tutor	Can carry out these tasks a majority of time without support or direction	Carries out these tasks without support or direction and demonstrates their own initiative to improve or tweak ideas/practice
Teachers' Standards DfE 2012	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS.	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS	Attainment required to make the judgement for the recommendation for the award of QTS

This scale is applied to all of the Part 1 Standards. The Part 2 Standards covering personal and professional conduct is assessed on a pass/fail basis.

Standard 1: Set high expectations which inspire, motivate and challenge learners				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) establish a safe and stimulating environment for pupils, rooted in mutual respect	Is beginning to establish a safe and stimulating environment for pupils.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Consistently uses innovative strategies to establish a safe and stimulating environment for pupils, rooted in mutual respect, which motivates and inspires pupils to learn and enjoy the subject.
b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Is beginning to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Sets goals that stretch, challenge and motivate pupils. Use strategies to support the learning and progress of underperforming groups.	Consistently sets goals that stretch, challenge and motivate pupils. Uses effective strategies to support the learning and progress of underperforming groups.
c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is beginning to demonstrate the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.

Standard 2: Promote good progress and outcomes by learners				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) be accountable for pupils' attainment, progress and outcomes	Is beginning to take accountability for pupils' attainment, progress and outcomes.	Is able to take accountability for pupils' attainment, progress and outcomes.	Is accountable for pupils' attainment, progress and outcomes.	Is consistently accountable for pupils' attainment, progress and outcomes.
b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Is beginning to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	Has a good understanding of the pupils' capabilities and their prior knowledge. Is able to assess pupils' achievement and plan and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to make at least expected progress.	Has a detailed understanding of the pupils' capabilities and their prior knowledge. Demonstrates through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.
c) guide pupils to reflect on the progress they have made and their emerging needs	Is beginning to guide pupils to reflect on the progress they have made and their emerging needs.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Pupils are offered intervention and feedback which, much of the time, enables them to identify the progress they have made and understand what they need to do to improve.	Pupils are consistently offered high quality intervention and feedback which enables them to identify the progress they have made and understand what they need to do to improve.
d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is beginning to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching.
e) encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is beginning to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.

Standard 3: 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	Does not yet have a secure knowledge of the relevant subject(s) and curriculum areas, does not yet foster and maintain pupils' interest in the subject, and does not address misunderstandings.	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	Teaches well, demonstrating: - good subject and curriculum knowledge; - phase expertise. Works within the current and new curriculum arrangements. Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest.	Consistently teach exceptionally well, demonstrating: - strong subject and curriculum knowledge; - phase expertise. Is confident to work within the current and new curriculum. Demonstrates the ability to address misunderstandings and maintain pupils' interest.
b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Is beginning to demonstrate a critical understanding of developments in the subject and curriculum areas, and is beginning to promote the value of scholarship.	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.	Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship.	Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. Consistently and effectively promotes the value of scholarship.
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	Is beginning to 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.	Is able to 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.	Demonstrates a good understanding of how to develop the reading, writing, communication skills of the pupils they teach. Much of their teaching demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.	Consistently demonstrates a thorough understanding of how to teach reading, writing, communication effectively to enhance the progress of pupils they teach. Consistently demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist.

<p>d) * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>Is beginning to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	<p>Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p>	<p>Trainee can teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of the role of systematic synthetic phonics in the teaching of early reading.</p>	<p>Trainee can teach early reading, systematic synthetic phonics, communication and language development confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of the role of systematic synthetic phonics in the teaching of early reading.</p>
<p>e) * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<p>Is beginning to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>Trainee can teach primary mathematics with increasing confidence and competence so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics.</p>	<p>Trainee can teach primary mathematics confidently and competently so that pupils make good or better than expected progress. Consistently demonstrates a thorough understanding of appropriate teaching strategies for the teaching of early mathematics.</p>

(*) Evidence required for these standards may vary between courses

Standard 4: 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	Is beginning to impart knowledge and develop understanding through effective use of lesson time.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Much of the time imparts knowledge and develops understanding through using lesson time to good effect.	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.
b) promote a love of learning and children's intellectual curiosity	Is beginning to promote a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Consistently and effectively promotes a love of learning and children's intellectual curiosity.
c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Is beginning to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Much of the time plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.
d) reflect systematically on the effectiveness of lessons and approaches to teaching	Is beginning to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is systematically able to reflect in order <i>to improve their practice</i> . Is able to judge the effectiveness of their lessons and impact on all groups of pupils.	Is systematically and critically reflective in analysing, evaluating and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils.
e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is beginning to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Is able to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Makes good contributions to the design and provision of an engaging curriculum within the relevant subject area(s).	Consistently makes effective contributions to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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	Is beginning to understand when and how to differentiate appropriately.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Consistently and effectively differentiates appropriately using timely approaches which enable pupils to be taught effectively.
b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Is beginning to develop an understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.	Understands the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.
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	Is beginning to demonstrate an awareness of the physical, social and intellectual development of children, and does not know how to adapt teaching to support pupils' education at different stages of development.	Is able to demonstrate an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	Demonstrates an awareness of the physical, social and intellectual development of pupils and, much of the time, adapts teaching to support pupils' education at different stages of development.	Consistently and effectively demonstrates clear awareness of the physical, social and intellectual development of children, and effectively adapts teaching to support pupils' education at different stages of development.

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.	Is beginning to develop an 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 is beginning to use and evaluate distinctive teaching approaches to engage and support them.	Has 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 is able to use and evaluate distinctive teaching approaches to engage and support them.	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals). Understands how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups. Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils.	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented), English as an additional language, disabilities and pupils eligible for the pupil premium (including Free School Meals). Challenges and motivates pupils where attainment is low; and use effective strategies to support underperforming groups. Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils.
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Standard 6: 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	Is beginning to understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.	Accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula examinations and assessment arrangements.
b) make use of formative and summative assessment to secure pupils' progress	Is beginning make use of formative and summative assessment to secure pupils' progress.	Is able to make use of formative and summative assessment to secure pupils' progress.	Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.
c) use relevant data to monitor progress, set targets, and plan subsequent lessons	Is beginning to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Uses a range of relevant data including school progress data to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and, much of the time, are used to inform future planning and target setting.	Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil progress and learning over time. Records of pupil progress and learning and attainment are accurate and up-to-date and used to inform future planning and target setting.
d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Is beginning to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.	Is able to give pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback.	Uses a range of methods to give pupils regular feedback and the opportunity to respond to it. Accurate and regular marking and oral feedback contributes to pupil progress and learning over time.	Consistently uses a range of effective methods to give pupils regular and constructive feedback and the opportunity to respond to it. Accurate and timely marking and oral feedback contributes to pupil progress and learning over time.

Standard 7: 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 in classrooms and around the school, in accordance with the school's behaviour policy	Is beginning to have clear rules and routines for behaviour in classrooms, and is beginning to take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> takes responsibility for and is able to promote and manage behaviour in the classroom well to ensure a good and safe learning environment; encourages pupils to behave well in the classroom and around the school and display good levels of courtesy and co-operation; Is able to tackle bullying, including cyber and prejudice-based (and homophobic) bullying.	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> takes responsibility for and has the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning; actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation; Can effectively tackle bullying, including cyber and prejudice-based (and homophobic) bullying.
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	Is beginning to have high expectations of behaviour, and is beginning to establish a framework for discipline with a range of strategies.	Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline, using a range of strategies.	Consistently sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline consistently and fairly, using a wide range of effective strategies.
c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Is beginning to manage classes effectively.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to the pupils' needs.	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to the pupils' needs.
d) maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Is beginning to maintain good relationships with pupils, is beginning to exercise appropriate authority and/or act decisively when necessary.	Is able to maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	Demonstrates good relationships with pupils and exercises appropriate authority, and acts decisively when necessary.	Consistently demonstrates strong and effective relationships with pupils exercising appropriate authority, and acts decisively when necessary.

Standard 8: 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	Is beginning to make a positive contribution to the wider life and ethos of the school.	Is able to make a positive contribution to the wider life and ethos of the school.	Is proactive and makes a positive contribution to the wider life and ethos of the school.	Is consistently proactive and makes a positive contribution 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	Is beginning to develop effective professional relationships with colleagues, and is beginning to understand how and when to draw on advice and specialist support.	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.	Professional relationships with colleagues are consistently effective. Consistently and effectively consults with colleagues as appropriate, knowing when and how to draw on their advice and specialist support.
c) deploy support staff effectively	Is beginning to deploy support staff.	Is able to deploy support staff effectively.	Deploys support staff effectively to support the learning of pupils.	Consistently and effectively deploys support staff to maximise the learning of pupils.
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Is beginning to take responsibility for improving teaching through appropriate professional development, and is beginning to respond to advice and feedback from colleagues.	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues.	Is consistently proactive in taking full responsibility for improving their own teaching through professional development. Effectively uses the advice and guidance offered by colleagues to secure improvements in practice.
e) communicate effectively with parents with regard to pupils' achievements and well-being.	Is beginning to communicate effectively with parents with regard to pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.

Trainee meets Part Two of the Standards: (Please Circle)	YES	NO
Part Two: Personal and professional conduct		
<p>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.</p> <ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 		

Teachers' Standard: Part Two descriptor	Scope	Key questions
i Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	<ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	<ul style="list-style-type: none"> Does the trainee have a commitment to upholding the high standards of the teaching profession, within and outside school? Does the trainee develop appropriate professional relationships with colleagues and pupils? Is the trainee able to safeguard pupils' well-being, in accordance with statutory provisions? * Does the trainee understand that schools are required to develop pupils' wider understanding of social and cultural diversity, tolerance for others and respect for different faiths and beliefs, in line with the maintenance of fundamental British values? * Does the trainee understand the challenges of teaching in modern British schools? ** Is the trainee aware of the Prevent Strategy and its implications? *** Does the trainee understand the responsibility teachers hold in relation to the expression of personal beliefs and the impact these could have on pupils and their consequent actions? **

		<ul style="list-style-type: none"> Does the trainee understand and adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media?
<p>ii Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p>	<ul style="list-style-type: none"> The trainee's conduct demonstrates a highly professional approach to teaching, understanding and demonstrating that their own conduct is appropriate at all times. The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. The trainee is punctual for school, lessons, meetings, etc. The trainee always informs the school/colleagues of reasons for any non-attendance involving his/her teaching obligations or other professional meetings and responsibilities in line with school policy. The trainee's language and dress are highly professional and in line with school policy. 	<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 at all times? Does the trainee understand and apply the range of policies that support school practice and act on these in their planning, teaching and wider involvement in the life of the school? Does the trainee take appropriate responsibility for their own and pupils' well-being in the classroom and during off-site activities or visits?
<p>iii Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	<ul style="list-style-type: none"> The trainee is able to articulate, and abide by, the roles and responsibilities of the teacher in relation to statutory frameworks. The trainee is aware of his/her responsibilities in relation to, for example, equality legislation, duties and safeguarding. The trainee is able to judge when he/she may need advice and help in matters of Child Protection or confidentiality. 	<ul style="list-style-type: none"> Is the trainee aware of and does the trainee act in the context of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document? Has the trainee received relevant training in Child Protection/safeguarding? Can he/she articulate the school's policy if reporting a concern?

* Keeping Children Safe In Education (DfE September 2016)

** Maintained schools have obligations under Section 78 of the Education Act 2002 to provide a broad and balanced curriculum, to promote SMSC (Spiritual, Moral, Social and Cultural awareness), and the mental and physical development of pupils at the school and of society. The emphasis is placed on actively promoting Fundamental British Values.

*** Pupils are expected to have knowledge and understanding about the freedom to choose and hold other faiths and beliefs which are **protected in law**, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.