



BISHOP
GROSSETESTE
UNIVERSITY



Assessment Toolkit for Qualified Teacher Status Teachers' Standards: Grade Descriptors

This guidance document is intended to:

- promote a shared understanding of the expectations for trainees and for the impact of their teaching on pupil learning and progress over time;
- secure the accuracy and consistency of judgements;
- support the effective tracking of trainees' progress against the Teachers' Standards;
- promote a shared language for discussing the progress and professional development of trainees;
- promote the need for challenging short and longer term developmental target setting linked to the identification of the trainees' training needs.

Adapted from NASBTT Training and Assessment Toolkit



The National Association of
School-Based Teacher Trainers

Mission Statement

Bishop Grosseteste University is committed to being a leader in learning,
to inspire excellence, and to enrich the lives of its students and staff and the communities it serves.

The School of Teacher Development has learners and learning at its heart.

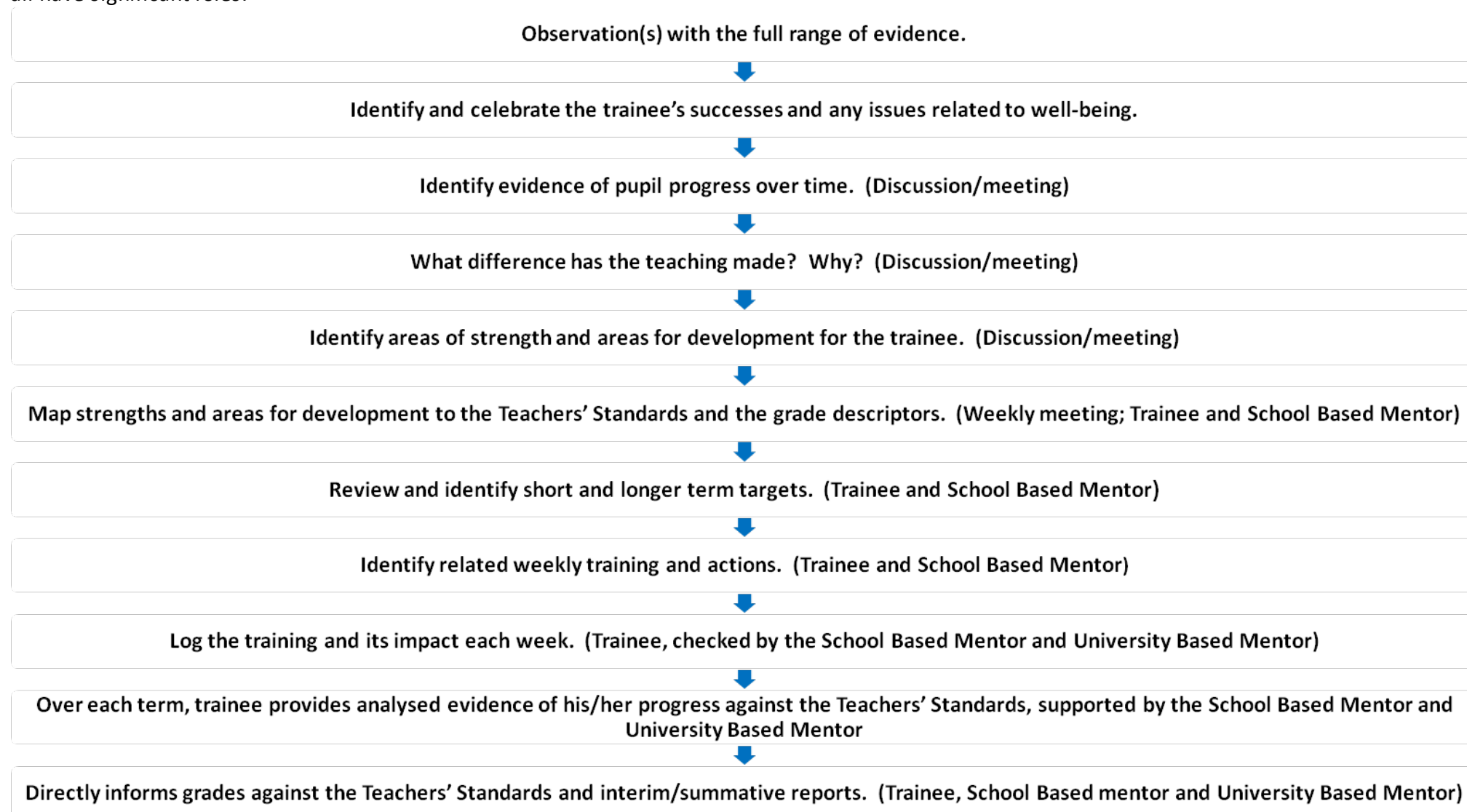
OUR VISION:

- ❖ We value creativity, research and reflective practice that impacts on local, regional and wider educational communities.
- ❖ We develop excellent teachers who are committed to making a positive contribution to pupil achievement, aspirations and opportunities, from the very start of their training.
- ❖ We seek to broaden the horizons of the children and young people within and beyond our partnership region.
- ❖ We pride ourselves on our heritage as a member of the cathedral universities group, and the caring ethos which enables our vision to be realised.



From observation to reporting

The diagram below sets out the process of assessing and **supporting** trainees' progress from observation through intervention to reporting. The main features are the observation of lessons, considering the full range of evidence and the impact of trainees' teaching on pupil learning and progress over time, weekly meetings and the training plan building up to interim and summative reports. Trainees, School Based Mentors and University Based Mentors all have significant roles.



Overall annual assessment process 'at a glance'

Weekly

Formal weekly meeting: observation(s), progress review, assessment and target setting

Weekly observation(s) and **regular reviews of pupils' learning**, with evidence from the trainee, are used to review and assess trainee progress and the quality of his/her teaching over time as shown by the impact on pupil learning and progress. The full range of evidence is considered, including observing pupils, pupils' work books and the trainee's marking, trainee's files, the context and content of the lesson observed and where it fits in a sequence of lessons. The trainee needs to provide evidence of his/her progress and of pupil progress over time. The impact of training on the trainee's teaching is identified.



Grade descriptors for the Standards and the sub-headings are used to support the identification of strengths and areas for development as appropriate to that week. These are used by the trainee and school based mentor to set and review short term targets for development on a weekly basis. Longer term targets are reviewed and related actions agreed.

Feedback should take place as soon after an observation as possible. A weekly mentor meeting is completed.

Any cause for concern issues are raised with the university based mentor.



Interim review points (3 across the training period)

Half-termly/mid-point in placement or equivalent, supplementing the weekly mentor meeting. Joint observation of and meeting with the trainee by the school based mentor and university based mentor.

Interim grades against each Standard are agreed and longer term targets are reviewed and agreed. The trainee self-assesses and provides evidence of his/her progress against the Standards and of pupil progress over time.

Review of Part Two of the Standards.



Review points (3 across the training period)

At each review point, a summative report is written by the school based mentor, in agreement with the university based mentor and trainee. The trainee's progress using the grade descriptors is agreed as is the trainee's achievement against each Standard. Key aspects of the trainee's learning and achievement are identified in relation to each standard as defined by pupil learning and progress over time. Longer term targets are agreed.

Review of Part Two of the Standards.



Final summative report

Summative reports written setting out the trainee's final attainment against the Standards, the final overall attainment, the impact on pupil learning and progress over time, the impact of training and strengths and targets for the induction period as an NQT.

This information is captured within the final reference and the Career Entry Passport (CEP) transfer documentation which will be forwarded to the employing school by the University.

Each placement

Indicative Trainee Profile

By the end of the **first formal (summative) review** point, in the age phase they have taught:

- it is *anticipated* that all trainees will *meet the minimum level of practice expected*;
- for any trainees struggling to *meet the minimum level* at this stage, consideration should be given as to whether they need to be placed on a personal support plan / cause for concern at this stage or whether there is School Based Mentor/University Based Mentor agreement that intensive support and targeted advice are likely to secure rapid progress towards good;
- **a significant number of trainees** will 'Require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil learning and progress is not as expected. This is likely as they are still at an early stage of their training. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- for some trainees, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for a small number of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

By the end of the **second formal (summative) review** point, in the age phase they have taught:

- it is *expected* that all trainees will *meet the minimum level of practice expected*;
- if any trainees are still struggling to *meet the minimum level*, they should be placed on a personal support plan / cause for concern if this has not already been actioned;
- a small number of trainees may 'Require improvement' through intensive and targeted advice and support to move their teaching to good/outstanding as their teaching is *not yet good* and the impact on pupil learning and progress is not always as expected. Tracking would indicate that they are on a trajectory to be at least good by the end of the programme;
- **for the majority of trainees**, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding;
- for the remainder of trainees, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will need targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.

Indicative Trainee Profile (cont...)

By the **end of the programme (final summative assessment)**:

- all trainees will *meet the minimum level of practice expected* in order to be recommended for Qualified Teacher Status (QTS);
- none of the trainees should 'Require improvement'. In the exception, intensive and targeted advice and support will be provided to move their teaching to good, including, as appropriate, extending the placement and/or into the NQT year and employing school as required;
- for some trainees, much of their *teaching over time is good; some is outstanding*; the pupils they teach make at least expected progress over time; they will have agreed targets to take into their NQT year which will be forwarded to the employing school;
- **for the majority of trainees**, *teaching over time is outstanding and never less than consistently good*; the pupils they teach make good or better than expected progress over time; they will have agreed targets and associated advice to ensure that they maintain this consistency and continue to develop the quality of their teaching. Strengths and targets for the NQT year will be forwarded to the employing school or setting. The Bishop Grosseteste University Teacher Development Partnership will offer ongoing support as appropriate to the context of the trainee's NQT year.

Grading Rationale

Outstanding (1)

*All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the standards for teaching and all related to their personal and professional conduct. **Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.***

For a trainee's final grading to be 1:

- pupil learning and progress over time must be good or better than expected;
 - a minimum of five Standards graded 1 overall
- or
- four Standards graded 1 overall but many features of other Standards also graded 1 (utilising assessment against the sub-headings);
 - all other Standards graded 2 (utilising assessment against the sub-headings);
 - no grade 3 or 4 for any Standard.

Good (2)

*All primary and secondary trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and all related to their personal and professional conduct. **Much of the quality of trainees' teaching over time is good; some is outstanding.***

For a trainee's final grading to be 2:*

- pupil learning and progress over time must be at least as expected;
- at least five Standards graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- no grade 4 for any Standard.

* Careful consideration must be given where all of their teaching is grade 2 but has few/no grade 1 aspects; they are likely to be grade 2 overall. The final judgement should be agreed following discussion with relevant partnership personnel. There should be close scrutiny of any grade 3 and grade 1 aspects.

Grading Rationale (cont...)

Requires improvement (3)

*All primary and secondary trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. **The quality of trainees' teaching over time requires improvement as it is not yet good.***

For a trainee's final grading to be 3:

- pupil learning and progress over time is not always as expected
- most Standards graded 3 overall;
- no grade 4 for any Standard.

A trainee can be judged to have exceeded the minimum if he/she has evidenced features of good practice in some aspects of the Standards and has no grade 4s.

Any trainee in this category (grade 3) needs to be viewed as a cause for concern as early as possible. As soon as a potential grade 3 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. The intervention to secure progress to grade 2 (good) may continue beyond the end of the initial training programme and into the NQT year. **Additional moderation and rigorous documentation are essential.**

Inadequate (4)

Trainees fail to meet the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. **The quality of trainees' teaching over time is weak such that it contributes to pupils/learners or groups of pupils/learners making inadequate progress.***

* The words 'awarded QTS' which appear in the Ofsted ITE handbook have been removed in an attempt to avoid confusion.

As soon as a potential grade 4 trainee is identified, the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed as part of the BG Partnership's cause for concern procedure. Explicit training actions should be defined, monitored and recorded; weekly updates should be maintained. **Additional moderation and rigorous documentation are essential.**

Reminder: the trainee must not be awarded QTS or progress to the NQT year.

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

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
a) establish a safe and stimulating environment for pupils, 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.	Uses a range of strategies to establish a safe environment which, much of the time, is stimulating and rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is unable to establish a safe and stimulating environment for pupils.
b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> Consistently sets goals that stretch, <i>challenge and motivate pupils.</i> <i>use effective strategies to support the learning and progress of underperforming groups.</i> 	<ul style="list-style-type: none"> Sets goals that stretch, <i>challenge and motivate pupils.</i> <i>use strategies to support the learning and progress of underperforming groups.</i> 	Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	<p>Is unable to set appropriate learning goals for pupils.</p> <p>Is unable to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>
c) demonstrate consistently 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.	Consistently demonstrates and models 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.	<p>Is unable to demonstrate the positive attitudes, values and behaviour which are expected of pupils.</p> <p>Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>

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Standard 2 Promote good progress and outcomes by pupils

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	<i>Trainees fail to meet the minimum level of practice.</i>
a) be accountable for pupils' attainment, progress and outcomes	Consistently accountable for pupils' attainment, progress and outcomes.	Accountable for pupils' attainment, progress and outcomes	Is able to take accountability for pupils' attainment, progress and outcomes.	Is unable to take accountability for pupils' attainment, progress and outcomes.
b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> Has detailed understanding of the pupils' capabilities and their prior knowledge. <i>demonstrate through their planning and teaching that their pupils, including those who are disabled and those who have special educational needs, make good progress.</i> 	<ul style="list-style-type: none"> Has a good understanding of the pupils' capabilities and their prior knowledge. <i>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.</i> 	Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	<p>Is unable to demonstrate detailed understanding of the pupils' capabilities and prior learning</p> <p>Is unable to demonstrate an awareness of pupils' capabilities and their prior knowledge, and is unable to plan teaching to build on these.</p>
c) guide pupils to reflect on the progress they have made and their emerging needs	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.	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.	Is able to guide pupils to reflect on the progress they have made and their emerging needs.	Is unable to guide pupils to reflect on the progress they have made and their emerging needs.
d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Is consistently and effectively able to use knowledge and understanding of how pupils learn to improve their teaching	Much of the time makes good use of knowledge and understanding of how pupils learn to inform their teaching.	Is able to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	Is unable to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
e) encourage pupils to take a responsible and conscientious attitude to their own work and study.	Consistently and effectively encourages pupils, by setting specific high expectations, to take a responsible and conscientious attitude to work and study.	Much of the time encourages pupils, to take a responsible and conscientious attitude to work and study by setting expectations.	Is able to encourage pupils to take a responsible and conscientious attitude to their own work and study.	Is unable to encourage pupils to take a responsible and conscientious attitude to their own work and study.

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Standard 3 Demonstrate good subject and curriculum knowledge

Please note: Words in italics are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) -meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	<i>Trainees fail to meet the minimum level of practice.</i>
a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> Consistently <i>teach exceptionally well, demonstrating:</i> <ul style="list-style-type: none"> <i>strong subject and curriculum knowledge;</i> <i>phase expertise.</i> Is confident to <i>work within the current and new curriculum.</i> Demonstrates the ability to address misunderstandings and maintain pupils' interest. 	<ul style="list-style-type: none"> <i>teach well, demonstrating:</i> <ul style="list-style-type: none"> <i>good subject and curriculum knowledge;</i> <i>phase expertise.</i> Works <i>within the current and new curriculum arrangements.</i> Much of the time demonstrates the ability to address misunderstandings and maintain pupils' interest. 	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.	Does not have a secure knowledge of the relevant subject(s) and curriculum areas, does not foster and maintain pupils' interest in the subject, and does not address misunderstandings.
b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> Effectively demonstrates consistent and critical understanding of developments in the subject and curriculum areas. Consistently and effectively promotes the value of scholarship. 	<ul style="list-style-type: none"> Demonstrates, much of the time, critical understanding of developments in the subject and curriculum areas. Much of the time promotes the value of scholarship. 	Is able to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	Is unable to demonstrate a critical understanding of developments in the subject and curriculum areas, and does not promote 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	<ul style="list-style-type: none"> Consistently demonstrates a thorough understanding of how to <i>teach reading, writing, communication effectively to enhance the progress of pupils they teach.</i> Consistently takes responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist. 	<ul style="list-style-type: none"> Demonstrates a good understanding of how to <i>develop the reading, writing, communication skills of the pupils they teach.</i> 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. 	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.	Is unable 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.

Standard 3 Demonstrate good subject and curriculum knowledge continued...

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) -meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)	<ul style="list-style-type: none"> Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... confidently and competently</i> 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. 	<ul style="list-style-type: none"> Trainee can teach <i>early reading, systematic synthetic phonics, communication and language development ... with increasing confidence and competence</i> 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. 	Is able to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	Is unable to, if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
e) if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies. (primary) * New ITE Handbook frequently replaces 'early' with 'primary'	<ul style="list-style-type: none"> Trainee can teach <i>primary mathematics ... confidently and</i> 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. 	<ul style="list-style-type: none"> Trainee can teach <i>primary mathematics ... with increasing confidence and competence</i> so that pupils make at least expected progress. Demonstrates a good understanding of strategies for the teaching of early mathematics. 	Is able to, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Standard 4 Plan and teach well-structured lessons

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
a) impart knowledge and develop understanding through effective use of lesson time	Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect.	Much of the time Imparts knowledge and develops understanding through using lesson time to good effect.	Is able to impart knowledge and develop understanding through effective use of lesson time.	Is unable to impart knowledge and develop understanding through effective use of lesson time.
b) promote a love of learning and children's intellectual curiosity	Consistently and effectively promotes a love of learning and children's intellectual curiosity.	Much of the time promotes a love of learning and children's intellectual curiosity.	Is able to promote a love of learning and children's intellectual curiosity.	Is unable to promote 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	Consistently and effectively plans differentiated, purposeful homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Much of the time Plans differentiated homework/out-of-class activities that consolidates and extends existing knowledge and understanding.	Is able to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	Is unable to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
d) reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> Is systematically and critically reflective in analysing, evaluation and improving their practice (paraphrased). Is able to accurately judge the effectiveness of their lessons and impact on all groups of pupils. 	<ul style="list-style-type: none"> 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 able to reflect systematically on the effectiveness of lessons and approaches to teaching.	Is unable to reflect systematically on the effectiveness of lessons and approaches to teaching.
e) contribute 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).	Makes good contributions 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).	Is unable to contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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Standard 5 Adapt teaching to respond to the needs of all pupils

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
a) know when and how to differentiate 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.	Much of the time differentiates appropriately using approaches which enable pupils to be taught effectively.	Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Does not know when and how to differentiate appropriately.
b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<i>understand the causes of low achievement; challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i>	<i>understand how to challenge and motivate pupils where attainment is low and uses strategies to support underperforming groups.</i>	Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	Does not have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
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	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.	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.	Is able to 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 unable 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.

Standard 5 Adapt teaching to respond to the needs of all pupils continued...

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
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.	<ul style="list-style-type: none"> 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 <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>challenge and motivate pupils where attainment is low; and use effective strategies to support underperforming groups.</i> Consistently and effectively uses and evaluates distinctive teaching approaches to engage and support pupils. 	<ul style="list-style-type: none"> 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 <i>pupils eligible for the pupil premium</i> (including Free School Meals). <i>understand how to challenge and motivate pupils where attainment is low and use strategies to support underperforming groups.</i> Much of the time uses and evaluates distinctive teaching approaches to engage and support pupils. 	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 be able to use and evaluate distinctive teaching approaches to engage and support them.	Does not 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 is not able to use and evaluate distinctive teaching approaches to engage and support them.

Standard 6 Make accurate and productive use of assessment

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1):	Good (2):	Requires improvement (3) - meeting the Standard:	Inadequate (4):
	<i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	<i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	<i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	<i>Trainees fail to meet the minimum level of practice.</i>
know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	<i>accurately assess achievement and attainment in relevant subject and curriculum areas, including statutory assessment requirements, using new curricula ... examinations and assessment arrangements.</i>	<i>assess pupils' achievement in the relevant subject and curriculum areas, including statutory assessment requirements.</i>	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	Does not 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	Consistently and effectively uses formative, <i>continuous assessment and summative tests</i> to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, <i>continuous assessment and summative tests</i> to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
use relevant data to monitor progress, set targets, and plan subsequent lessons	<ul style="list-style-type: none"> Consistently and effectively uses a range of relevant data, including school progress data, to monitor pupil learning and progress over time. Records of pupil learning and progress and attainment are accurate and up-to-date and used to inform future planning and target setting. 	<ul style="list-style-type: none"> Uses a range of relevant data including school progress data to monitor pupil learning and progress over time. Records of pupil learning and progress and attainment are accurate and up-to-date and much of the time are used to inform future planning and target setting. 	Is able to use relevant data to monitor progress, set targets, and plan subsequent lessons.	Is unable to use relevant data to monitor progress, set targets, and plan subsequent lessons.

Standard 6 Make accurate and productive use of assessment...continued...

Please note: Words in italics are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> 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 learning and progress over time. 	<ul style="list-style-type: none"> 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 learning and progress. 	Is able to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Is unable to give pupils regular feedback, both orally and through accurate marking, and does not encourage pupils to respond to the feedback.

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

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
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	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> takes responsibility for and has <i>the knowledge, understanding and skills to promote and manage behaviour effectively and create an excellent climate for learning</i>; actively encourages pupils to behave well in the classroom and around the school and display high levels of courtesy and co-operation; can effectively <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying</i>. 	In accordance with the school's behaviour policy: <ul style="list-style-type: none"> takes responsibility for and is able to <i>promote and manage behaviour in the classroom well</i> 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 <i>tackle bullying, including cyber and prejudice-based (and homophobic) bullying</i>. 	Has 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.	Does not have clear rules and routines for behaviour in classrooms, and does not take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy.
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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sustains high expectations of behaviour. Establishes and maintains or applies the school's framework for discipline to using a range of strategies. 	Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	Does not have high expectations of behaviour, and does not establish a framework for discipline with a range of strategies.

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

Please note: Words in italics are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Consistently manages a high level of pupil motivation and involvement using a range of effective approaches appropriate to pupils' needs.	Manages a good level of pupil motivation and involvement using a range of approaches appropriate to pupils' needs.	Is able to manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	Is unable to manage classes effectively.
d) maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Consistently demonstrates strong and effective 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.	Is able to maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.	Is unable to maintain good relationships with pupils, does not exercise appropriate authority and/or act decisively when necessary.

Standard 8 Fulfil wider professional responsibilities

Please note: Words in *italics* are directly from the Initial teacher education inspection handbook (April 2015); column headings are the *overall* outcome criterion.

Standard sub-headings	Outstanding (1): <i>Much of the quality of trainees' teaching over time is outstanding and never less than consistently good.</i>	Good (2): <i>Much of the quality of trainees' teaching over time is good; some is outstanding.</i>	Requires improvement (3) - meeting the Standard: <i>The quality of trainees' teaching over time requires improvement as it is not yet good.</i> They need targeted advice to be good	Inadequate (4): <i>Trainees fail to meet the minimum level of practice.</i>
a) make 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.	Is proactive and makes 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 unable to make 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Professional relationships with colleagues are good. Consults with colleagues as appropriate, knowing when and how to draw on their advice specialist support. 	Is able to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	Is unable to develop effective professional relationships with colleagues, and does not know how and when to draw on advice and specialist support.
c) deploy support staff effectively	Consistently and effectively deploys support staff to maximise the learning of pupils.	Deploys support staff effectively to support the learning of pupils.	Is able to deploy support staff effectively.	Is unable to deploy support staff.
d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Takes responsibility for improving their own teaching through professional development. Respects and responds to the advice and guidance offered by colleagues. 	Is able to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	Is unable to take responsibility for improving teaching through appropriate professional development, and is unable to respond to advice and feedback from colleagues.
e) communicate effectively with parents with regard to pupils' achievements and well-being.	Proactively and consistently communicates effectively with parents and carers about pupils' achievements and well-being.	Communicates effectively with parents and carers about pupils' achievements and well-being.	Is able to communicate effectively with parents with regard to pupils' achievements and well-being.	Is unable to communicate effectively with parents with regard to pupils' achievements and well-being.

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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.

Part Two of the Standards is about personal and professional conduct. All trainees are required to maintain consistently high standards of personal and professional conduct at all times. Where this is not the case, a cause for concern procedure will be followed. This will potentially result in disciplinary procedures. Our Partnership approach is detailed below:

- **Interview:** personal and professional conduct is included as a focus as part of the interview process, recorded within the 'attributes and values' section of the interview record;
- **Induction:** the requirements for Part Two of the Teachers' Standards is introduced and discussed in detail including consideration of each aspect and its implications for trainees and teachers;
- **At the start of a new placement:** trainees must familiarise themselves with the individual school's codes of conduct and safety policies, including safeguarding, and ensure they understand and adhere to them;
- **At each review point:** the trainees' ability to consistently maintain high standards of personal and professional conduct is discussed. Any areas for development are addressed and appropriate targets set;
- **At any time:** should issues arise in relation to the appropriateness of the trainees' conduct, action is taken which may lead to a cause for concern procedure being followed.

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PART TWO: Personal and professional conduct

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
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 learners' 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 s/he 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? Does the trainee understand and adhere to the school's and BGU's VLE/internet safety policy, including the safe and responsible use of social media? 		
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.	<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 is on time for all beginnings and ends of days, meetings, lessons, 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. The trainee reads, understands and applies school policies at all times, e.g. health and safety, risk assessments before trips, homework, etc. 	<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 take appropriate responsibility for their own and learners' well-being in the classroom and during off-site activities or visits? 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? 		

PART TWO: Personal and professional conduct continued...

Teachers' Standard: Part Two descriptor	Scope	Key questions	Consistently high standards	Cause for concern
iii) Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	<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 they may need advice and help in matters of child protection or confidentiality. 	<ul style="list-style-type: none"> Is the trainee aware of and can 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? 		



Department
for Education

Teachers' Standards

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 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:

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
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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.