

Guidance on the Benchmark Expectations

Teachers' Standards (S1-S8)

**Including prompt questions and examples of
evidence**

Guidance Notes: Reaching a Judgement about a Trainee's Progress

- The minimum expectation benchmark standard descriptors provide a benchmark of the minimum requirements for recommendation for QTS in the Teachers' Standards.
- The minimum expectation benchmark standard descriptors should be used formatively by those assessing trainees to help track progress against each standard to determine areas where additional development might need to be observed. Each benchmark standard descriptor **describes what can reasonably be expected of the trainee teacher at the point of recommendation for the award of QTS**.
- The minimum expectation benchmark standard descriptors are used **summatively** to assess the progress for the trainee at each Phase Review point. All the minimum benchmark descriptors must be achieved by **the conclusion of the training programme** for the recommendation of the award of QTS. Evidence against the minimum benchmark descriptors must be listed by the trainee at each Phase Review point and sampled at each assessed stage in order for the trainee to progress in their training.
- **Taking into account the "reasonable expectation" of trainees**, a pass and recommendation for QTS requires that trainees have evidence to support their achievement of each of the Teachers' Standards in accordance with the benchmark expectations in the LJMU ITT Tracker They must also provide evidence of meeting the Professional expectations required for Part 2 of the Teachers' Standards.
- **Taking into account the "reasonable expectation" of trainees**, if a trainee fails to demonstrate the minimum expectations for **EACH** of the Teachers' Standards and/or the Professional expectations for Part 2, they cannot be recommended for QTS at the end of their training programme.
- The 'how well does the trainee' questions should be used formatively as the basis of discussions related to trainee progress. The examples of evidence section will support both trainees and ITT Mentors in identifying where additional evidence may be required in order to enhance their current progress, ensuring they meet the minimum expectation benchmark descriptor by the end of their training programme. This approach does provide an opportunity to map the trainee's progress, highlight priorities for professional development, support target setting and offer the trainee a clear opportunity to reach their full potential.

In a professional discussion with the trainee and reviewing the trainee's reflective statement, the ITT Mentor should consider the minimum expectation benchmark descriptors for each standard to evaluate if a particular standard has been met or not. The trainee **does not** have to meet each minimum expectation standard descriptor on an individual placement but should have sufficient coverage to justify meeting each standard, including Part 2, by the end of their training programme. A trainee has to meet each minimum expectation standard descriptor by the end of the course, through evidence provided from across all school experiences, assignments, enhancement experiences, etc. to be recommended for QTS.

Guidance for Standard S1: Set high expectations which inspire, motivate and challenge pupils

In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can: 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.

In order to be recommended for QTS we expect that teachers in training are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences, they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.

Useful questions to ask when looking at the standards

How well does the trainee:

- Establish fair, respectful, trusting, supportive and constructive professional relationships with pupils?
- Help learners to show respect and sensitivity in their relationships with one another and the teacher?
- Demonstrate a purposeful and safe atmosphere characterised by respect and co-operation?
- Succeed in teaching learners to co-operate, to collaborate and listen to others?
- Plan work at a suitably high level for age and ability and to external benchmarks such as NC level descriptors that stretch and challenge all pupils?
- Maintain high expectations and personalise the learning taking account a range of diverse needs through an inclusive approach?
- Understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility?
- Resolve conflicts and individual learner's problems sensitively to protect their self-esteem?
- Establish high expectation for learner's learning and behaviour ?
- Demonstrate an understanding of the needs of all pupils and minority groups?

Where and how evidence may be demonstrated

Evidence for this standard may be found in:

Planning documentation which evidences that:

- Clear classroom risks, resources and routines are being demonstrated
- Resources are planned to meet challenging learning outcomes which engage and stimulate and are sensitive to the needs of pupils
- Activities are planned that are challenging and engaging for all pupils

Reflective Documents

- Evaluations which reflect upon pupil progress and attitude
- Evaluations which identify different progress between pupils and groups of pupils

Lesson observations from mentors and tutors which identify that:

- Health and safety risks are communicated to pupils
- Pupils are aware of tasks, on task and make good progress
- High expectations are made clear to all pupils and progress is supported and monitored
- The trainee is courteous to all pupils and demonstrates enthusiasm
- The trainee challenges inappropriate behaviour including sexist, racist, homophobic or other inappropriate personal comments

Pupil assessment records

- Assessment is undertaken regularly and pupil progress monitored in order to plan future learning

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| | <ul style="list-style-type: none">• Marking is systematic, constructive and Includes appropriate targets |
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Guidance for Standard S2: Promote good progress and outcomes by pupils

In order to demonstrate this standard, we expect trainees to show that they (at a level appropriate for the end of training) can: 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 and encourage pupils to take a responsible and conscientious attitude to their own work and study.

In order to be recommended for QTS we expect that teachers in training understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.

Useful questions to ask when looking at the standards

How well does the trainee:

- Have a secure understanding of how learners learn?
- Take account of prior learning in planning and teaching?
- Construct and scaffold learning and analyse learner's progress and make accurate assessments of their learning and achievements?
- Monitor and assess progress and give feedback so that all pupils make good progress in their learning?
- Plan for continuity and progression across the key stage(s) building on pupils' prior knowledge and attainment?
- Devise opportunities for individuals, groups and whole classes to recall, review and draw conclusions about what they have achieved and guide and support them in what they need to do next to improve?
- Encourage pupils to take pride in their work and achievements?
- Engage learners in setting objectives for the development of their own learning and development?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which evidences that:

- Assessment data is used to inform planning
- Planning of high order and diagnostic questions promotes learning
- Learning sequences are planned which promote sustained progress
- Lesson planning takes account of wider objectives linked to social and personal skills
- Lesson plans promote independent and collaborative working
- The structure of lessons reflect the needs of pupils and their learning e.g. appropriate pace and resources

Reflective Documents

- Evaluations which identify future learning targets
- Awareness of social, emotional, cultural and linguistic factors that influence pupil performance

Lesson observations from mentors and tutors which identify that:

- Lessons and sequences of learning promote good progress and outcomes
- Questioning builds on answers and pupils are asked to build upon and reflect upon their answers

	<ul style="list-style-type: none">• Effective use is made of plenaries including requiring learners to reflect upon learning• Pupils are attentive at the start of episodes of learning, enabling them to make good progress• Opportunities are built into lessons to celebrate success <p>Pupil assessment records</p> <ul style="list-style-type: none">• Summative and formative assessment is undertaken regularly• Record keeping is up to date and used formatively• Constructive verbal and written feedback is provided to pupils• There are opportunities for pupils to reflect upon their progress and identify areas for development
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Guidance for Standard S3: Demonstrate good subject and curriculum knowledge

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: 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. And that they 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

In order to be recommended for QTS we expect that teachers in training have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject/curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject-specific questions learners ask and they use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, reading and writing for all learners and begin to build this into lessons.

PRIMARY ONLY

Guidance for Standard S3d/e): If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.

If teaching early* mathematics, demonstrate a clear understanding of appropriate teaching strategies.

if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics (primary)

In order to be recommended for QTS in relation to early reading: all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, and be able to apply this effectively across the specific age phases they are training to teach.

if teaching primary mathematics, demonstrate a clear understanding of appropriate teaching strategies.

In order to be recommended for QTS all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this effectively across the specific age phases they are training to teach.

Useful questions to ask when looking at the standards

How well does the trainee:

- Have secure pedagogical and subject/phase related knowledge and understanding?
- Have knowledge of recent NC frameworks and developments including national strategies and initiatives and critically evaluate and reflect upon the use of these?
- Plan and set subject/phase related targets for individuals and groups of learners?
- Break down ideas and concepts and sequence them logically to support the development of learners' knowledge and understanding?
- Answer learners' questions confidently and accurately?
- Construct and scaffold learning, know when to make effective interventions and respond to learners' common misconceptions and mistakes?
- Support learners in using and developing literacy, numeracy and ICT skills in their subject area/phase?
- Demonstrate depth of knowledge and understanding of early reading, and SSP and use a range of strategies for the teaching of early reading and SSP and critically evaluate and reflect upon these?
- Demonstrate depth of knowledge and understanding of early mathematics and use a range of strategies for the teaching of early mathematics and critically evaluate and reflect upon these

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies that:

- Subject knowledge, key concepts and principles are identified
- Appropriate curriculum and examination requirements are responded to as appropriate
- Lesson plans, schemes of work and resources provide examples of how pupil literacy is being developed
- Differentiated resources, based on secure subject knowledge, are planned and utilised effectively to promote pupil progress

Lesson observations from mentors and tutors which identify that:

- The trainee has good subject knowledge and the ability to develop pupil understanding and respond to questions.
- Misconceptions and mistakes are addressed effectively
- Appropriate subject specific vocabulary is developed
- Questioning builds on answers and pupils asked to build upon and reflect upon their answers

Pupil assessment records

- Assessment includes language and literacy learning
- Summative, formative and diagnostic assessment of pupil understanding is used to promote learning

Additional evidence

- Subject knowledge audits which demonstrate how any gaps have been addressed
- Assignments

Guidance for Standard S4: Plan and Teach well-structured Lessons

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they can: 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. They can reflect systematically on the effectiveness of lessons and approaches to teaching and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

In order to be recommended for QTS we expect that teachers in training employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out-of-class work can sustain learners’ progress and consolidate learning, and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks that build on and sustain progression in pupils’ learning. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school’s medium-term plans, schemes of work, and curriculum frameworks,

Useful questions to ask when looking at the standards

How well does the trainee:

- Select and adapt teaching styles and strategies to suit the stage of the lesson, and the learning of individuals, groups and whole classes as appropriate?
- Manage the timing and pace of lessons, intervene effectively and change direction and the shift in emphasis to support learning?
- Use a variety of imaginative resources and innovative learning activities that interest and challenge pupils’ learning and put this into the context of the real world?
- Design homework and out of class work that takes account of learners’ attainment, needs and interests that can be completed independently or with appropriate support?
- Use the feedback from more experienced colleagues and the experience of observing others to identify ways of improving their practice?
- Seek opportunities to engage in collaborative planning and teaching?
- Understand the need to consider the role of parents and carers in supporting learners with homework?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies that:

- Challenging learning objectives are based upon prior learning
- Planning shows variety and effective use of time
- Homework is suitably challenging and engaging
- The trainee has an understanding of school, national curriculum, examination requirements
- Lesson planning takes account of wider objectives linked to social and personal skills
- Lesson plans promote independent and collaborative working

Reflective Documents

- Accurate evaluations consistent with colleagues’ judgements’
- Reflection activities that actively seek to improve practice
- Evaluations and reflections that have led to improvements

- Know about the appropriate arrangements and risk assessments required for out of class activities?

Lesson observations from mentors and tutors which identify that:

- Effective use is made of pace, variety and lesson structure and timing to maximise learning.
- Lessons utilise appropriate teaching and learning strategies, including out of class work as appropriate

Pupil assessment records

- Assessment of work is consistent with subject/ school policy and promotes progress
- Appropriate and timely feedback is given to learners

Guidance for Standard S5: Adapt teaching to respond to the strengths and needs of all pupils

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: 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. They 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.

In order to be recommended for QTS we expect that teachers in training know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.

Useful questions to ask when looking at the standards

How well does the Trainee:

- Take into account the key factors that contribute to the development and wellbeing of learners?
- Understand the extent to which different backgrounds and influences may have an impact on learning?
- Know and understand the factors that can present barriers to learning, progress and wellbeing and how these barriers might be overcome?
- Interpret and use school level data to identify targets for learners?
- Know how to identify the needs of pupils and differentiate tasks, activities, resources effectively to support learners including those with special educational needs, those with disabilities, those for whom English is an additional language and those from diverse social, cultural, ethnic, religious and linguistic backgrounds?
- Recognise differences in the rates of progress and attainment of pupils experiencing challenging circumstances?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies that:

- Planning is based upon prior assessments
- Planning identifies clear differentiation strategies
- Clear Assessment for Learning (AfL) strategies are planned to meet the needs of groups and individuals

Reflective Documents

- Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance
- Awareness of the progress and development needs of individuals and groups

Lesson observations from mentors and tutors which identify that:

- All learners make good progress
- Questioning is differentiated and builds on responses allowing pupils to reflect upon their answers

- Differentiation strategies are used well to support the progress of individuals and groups.
- Support staff are employed appropriately

Pupil assessment records

- Assessment is undertaken regularly and used to set targets
- Record keeping is up to date and used formatively
- School data e.g. FSM, EAL, SEND is used to monitor and track pupil progress.

Guidance for Standard S6: Make accurate and productive use of assessment

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: 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.

In order to be recommended for QTS teachers in training have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.

Useful questions to ask when looking at the standards

How well does the trainee:

- Know the assessment requirements and arrangements for the subjects/phase including those for examinations?
- Make effective use of the schools monitoring, assessment and recording policy?
- Know how to prepare pupils for assessment activity?
- Know the NC levels of attainment and use these appropriately and effectively to monitor progress and attainment and develop and extend learning?
- Relate assessment to learning objectives, learning activities and learning outcomes?
- Use a range of assessment strategies including self and peer assessment effectively?
- Give appropriate and timely oral and written feedback to motivate and reinforce learning and help pupils to set targets to improve?
- Know, understand and use available datasets to improve the quality of teaching and learning and set appropriate targets for pupils?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies that:

- Assessment data has been used to inform future planning
- Planning of high order and diagnostic questions has been used
- Outcomes from assessments are fed back to learners allowing them to identify and address any areas of weakness

Reflective Documents

- Evaluations identify future learning targets based on assessment data

Lesson observations from mentors and tutors which identify that:

- There is use of effective feedback at individual, small group and whole class level
- Questioning builds on answers and pupils asked to build upon and reflect upon their answers
- Effective use is made AfL strategies including plenaries to identify pupil understanding
- Learners reflect on learning and set / review own targets
- Teaching is adapted based on formative assessments

Pupil assessment records

- Assessment is undertaken regularly
- Use of tests, mock examinations and controlled assessments to provide appropriate feedback
- Record keeping is up to date and used formatively
- Pupils know how to progress to the next level

Additional evidence

- Assignments

Guidance for Standard S7: Manage behaviour effectively to ensure a good and safe learning environment

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they: 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; have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. They can manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary.

In order to be recommended for QTS teachers in training work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the school's policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management. They show understanding of how barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these, working alongside experienced teachers and support staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.

Useful questions to ask when looking at the standards

How well does the trainee:

- Make use of the relevant school behaviour policy and be able to employ a range of effective strategies to secure appropriate learning behaviour, self-control and independence so that all learners can make progress?
- Ensure that pupils know the boundaries of acceptable behaviour and understand the consequences of their actions?
- Minimise the impact of negative behaviour of some pupils on teaching and the learning of others?
- Establish and maintain effective relationships in the classroom between teacher to pupil, other adult to pupil and pupil to pupil?
- Understand the link between learners' behaviour and their involvement and engagement with learning?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies that:

- Seating plans and clear classroom routines are identified
- Effective use is made of additional classroom support
- Planning showing consideration of clear behaviour management strategies

Reflective Documents

- Evaluations identify future targets
- Awareness of social and emotional factors and cultural and linguistic factors that influence pupil performance

Lesson observations from mentors and tutors which identify that:

- The trainee has high expectations and uses effective and appropriate behaviour management strategies
- There is a variety of styles, variation of tone and language appropriate to audience
- Effective relationships with pupils are being developed

- School policies for behaviour are used appropriately

Pupil assessment records

- Records of sanctions and disruptive pupils maintained

Guidance for Standard S8: Fulfil Wider Professional Responsibilities

In order to demonstrate this standard, we expect trainees to show that (at a level appropriate for the end of training) they can: 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. They can take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and can communicate effectively with parents with regard to pupils' achievements and well-being.

In order to be recommended for QTS teachers in training understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify subsequent or ongoing personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. They communicate effectively at set points in the school year, including at parents' evenings and through written reports. They understand the need to communicate at other points in response to individual pupils' emergent needs.

Useful questions to ask when looking at the standards

How well does the trainee:

- Involve themselves in the wider role of the school through pastoral/form tutor work. PSHCE, assemblies, out of school learning, extra-curricular activity, staff meetings and CPD activity?
- Seek support and communicate effectively with other colleagues?
- Recognise the value, expertise and benefits to learning of co-operative working?
- Plan for, brief and deploy effectively other adults in and out of the classroom?
- Review their professional learning and practice on a regular basis and identify strategies to improve?
- Seek out guidance and support from mentors and other colleagues and use the feedback to improve practice?
- Demonstrate sensitivity to home background, ethnicity, culture and religion when communicating with parents and carers?

Where and how evidence may be demonstrated

Evidence for this standard may be demonstrated by:

Planning documentation which identifies:

- Participation in jointly planned activities
- Development and sharing of resources

Reflective Documents

- Effective use of feedback from mentors/tutors
- Identification of professional development (CPD) needs
- Evaluate and act upon advice and suggestions

Records which demonstrate:

- 1) Participation in wider school activities
- 2) Taking of assemblies, form time, PSHCE
- 3) Consultations with parents, pastoral staff, SENCO, other teachers to support and plan for the pupils they teach
- 4) Team teaching

<ul style="list-style-type: none">• Acknowledge the contribution that parents and carers can make to their children’s learning and wellbeing despite home circumstances or experiences of education?	<p>5) Understanding and implementation of whole school policies e.g. dress code, communication with parents, assessment and recording procedures</p> <p>Pupil assessment records</p> <ul style="list-style-type: none">• Parents consultation and general communication with parents in line with school policy and procedures <p>Additional evidence</p> <ul style="list-style-type: none">• Assignments and audits
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Guidance for PART TWO: Personal and Professional conduct

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

Teachers' Standard: Part 2 Descriptor	Areas specific to this section will be exemplified by trainee teachers when they are:
<p>P2i Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • 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"> • maintaining of professional confidentiality • punctual and prepared for lessons • following procedures for reporting their own absence or lateness, and making suggestions for cover work for their classes • registering classes and coding absences • helping children and young people to become confident and successful learners • addressing the class in ways which demonstrate authority and mutual respect; e.g. learning pupil names and using them • aware of relevant issues in the classes they teach and talking with support staff and pastoral staff about the needs of pupils • discussing any concerns about children with relevant colleagues e.g. notify the relevant member of staff relating to academic and pastoral matters (usual class teacher/form tutor for emotionally distressed pupils) • meeting with the SENCO and other support staff to ensure understanding of schools' approach to SEN and disability • sensitive to social background, ethnicity and religious beliefs when interacting with children. This may be evident in lesson observations and/or their evaluations. • clear which of their own personal beliefs may be sensitive and plan ways to respond to pupils if they arise within the school situations • taking responsibility for maintaining the quality of their teaching practice, upholding the values of the teaching profession and working as part of a team and co-operate with other professional colleagues • dealing appropriately with incidents of intolerance or prejudice when they arise in the classroom or elsewhere in the school e.g. racism, homophobia, sexism, religious prejudice, personal appearance • demonstrating an understanding of the child protection procedures in the school
<p>P2ii 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.</p>	<ul style="list-style-type: none"> • clear who to contact when issues arise e.g. know who the named child protection person is within the school and follow policy relating to child protection • knowledgeable about the relevant school policies and statutory regulatory frameworks in relation to promoting values/ethos and able to explain how these policies inform their own planning and teaching e.g. in relation to EAL, SEN, literacy, behaviour; and promoting good relations between groups • aware of cyber bullying, e-safety and appropriate use of personal data and social media • aware of fire procedures, health and safety measures, first aiders, etc. • aware of their statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation • aware of any tensions or difficulties in the school as a whole or in the classes they teach, and know what to do about this • putting the wellbeing, development and progress of children and young people first

Cont'd

PART TWO: Personal and Professional conduct (continued)		
P2iii	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"> • demonstrating respect for diversity and promote equality and striving to establish productive partnerships with parents and carers • demonstrating honesty and integrity and uphold public trust and confidence in the teaching profession • adheres to appropriate professional dress requirements for the context in which they are working

* Note: 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 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.