

Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents, and other professionals?

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Professional Behaviours	I understand that teachers have professional duties and responsibilities set out by statutory frameworks. I recognise the fundamental value of professional collaboration and the need for teachers to work with other professionals and parents/careers.	I demonstrate consistently high standards of personal and professional conduct as detailed in Part Two of the Teachers' Standards. I always act within the statutory frameworks which set out my professional duties and responsibilities, and the policies and practices of my placement schools. I maintain high standards of attendance and punctuality across all aspects of my programme.		
Professional Collaboration		I have observed collaboration between experienced teachers and other professionals (such as TAs, SENDCos, pastoral leads etc). I have begun to build professional relationships within my school.	I actively participate in department meetings and other professional meetings. I engage in professional dialogue about teaching and learning. I seek out collaborative opportunities to enhance my practice (such as co-planning, observation etc). I can begin to direct the work of teaching assistants, where appropriate. I work closely with the SENCO and other professionals supporting pupils with additional needs.	I design and implement lessons that include the role of teaching assistants where appropriate. I actively contribute to planning and resource development in my department. I contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the outcomes of all pupils. I use systems to support efficient time and task management.
Working with parents and others		I have discussed with experienced teachers how they communicate with parents. I have observed the work of teaching assistants in the classroom.	I have participated in some form of parent communication (such as by e-mail or parents evening) under mentor guidance. I take part in extra-curricular activities, such as an after-school club. I understand that support provided by teaching assistants should be additional to, rather than a replacement for, support from the teacher.	I can communicate confidently with parents (such as by e-mail or parents evening) under mentor guidance. I can take a leading role in some extra-curricular activities, such as a lunch-time or after-school club. I communicate with parents and carers proactively and make effective use of parents' evenings. I protect time for rest and recovery and am aware of support available for good mental wellbeing.