

VERY GOOD, WITH OUTSTANDING FEATURES	GOOD	SATISFACTORY <ul style="list-style-type: none"> <li>The minimum level to progress from Consolidation to Final Placement</li> <li>At the end of Final Placement, the minimum level to support a recommendation for QTS</li> </ul>	UNSATISFACTORY <ul style="list-style-type: none"> <li>At end of Consolidation Placement, not able to progress to Final Placement</li> <li>At end of Final Placement, below the minimum level to satisfy the requirements for QTS</li> </ul>
<b>Professional Attributes</b>			
<b>Relationships with children and young people</b>			
<b>Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</b>			
<p>Consistently demonstrates high expectations of all learners in respect of behaviour and academic performance. Provides regular opportunities for learners to achieve their educational potential. Gives consideration to meeting potential through a range of teaching and learning activities, in and outside the classroom.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Provides a range of opportunities to engage learners in teaching and learning to enable them to achieve their potential.</li> <li>Is able to draw on a range of learning contexts in and outside the classroom to support pupil attainment.</li> </ul>	<p>Is able to demonstrate high expectations of all learners in respect of behaviour and academic performance. Provides opportunities for learners to achieve their educational potential. Is aware of teaching and learning in and outside the classroom, but primarily focuses on classroom-based activities.</p>	<p>Is able to demonstrate high expectations of all learners in respect of behaviour and academic performance. Is aware of and endeavours to provide opportunities for learners to achieve their educational potential.</p>	<p>Consistently low expectations of learner behaviour. Consistently low expectation of learner performance. Not aware of/does not provide for opportunities for learners to achieve their potential.</p>
<p>Is able to develop good relationships with learners in their classes. Good understanding and demonstration of professional relationships with learners outside the classroom. Good understanding of diverse backgrounds and how this informs the approaches to learning that need to be adopted, with consistent evidence that this takes place. Understanding of teacher's position as a role model impacts upon practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Strong and consistent relationships with learners demonstrated in and outside of the classroom.</li> <li>Clear knowledge and understanding of how diverse backgrounds and experiences are drawn on to inform professional practice in terms of offering appropriate learning experiences</li> <li>Has a positive impact on learners' attitudes to each other, to the teacher and to self.</li> </ul>	<p>Is able to develop sound relationships with learners in their classes. A sound awareness and understanding informs the development of relationships with learners outside the classroom. Demonstrates sound awareness and understanding of diverse backgrounds and responds to these in order to enable learning to occur. Awareness and understanding of the teacher as a role model.</p>	<p>Is able to develop acceptable relationships with learners in their classes, although there may be occasional inconsistencies. Is able to demonstrate appropriate relationships with learners outside of the classroom. Demonstrates an adequate awareness and understanding of diverse backgrounds and responds to these in order to enable learning to occur. Awareness and developing understanding of the teacher as a role model.</p>	<p>Not able to establish acceptable relationships with learners in their classes. Not able to demonstrate appropriate relationships with learners outside the classroom. Lack of awareness/understanding of diverse backgrounds/fails to take account of these in their work.</p>
<b>Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people</b>			
<p>Consistently demonstrates the positive values, attitudes and behaviour that they expect from the learners – in the classroom and wider school context. Has a clear understanding of institutional values and takes account of these in professional practice. Shows a strong commitment towards equal opportunities and social responsibility and is confident in challenging inappropriate attitudes and behaviours.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Effective demonstration of the positive values, attitudes and behaviour that they expect from the learners – in the classroom and wider school context.</li> <li>Is confident in challenging inappropriate attitudes and behaviours and models these values through their practice.</li> </ul>	<p>Able to demonstrate the positive values, attitudes and behaviour that they expect from the learners – in the classroom and wider school context. Has an understanding of institutional values and takes account of these in professional practice. Shows an appropriate commitment towards equal opportunities and social responsibility and is increasingly confident in challenging inappropriate attitudes and behaviours.</p>	<p>Able to demonstrate the positive values, attitudes and behaviour that they expect from the learners – in the classroom and wider school context. Has an awareness of institutional values and takes account of these in professional practice. Shows a commitment towards equal opportunities and social responsibility.</p>	<p>Does not demonstrate the positive values, attitudes and behaviour that is expected from learners. Lack of awareness of institutional values. Does not take account of positive values, attitudes and behaviour/Institutional values in their professional practice.</p>

<b>Frameworks</b>			
<b>Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.</b>			
<p>Demonstrates an awareness and understanding of the professional duties of a teacher and of the statutory framework within which teachers work – including the role of the teacher within the Children’s Workforce. Is able to work within these</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to evaluate the professional duties of a teacher and of the statutory framework within which teachers work – including the role of the teacher within the Children’s Workforce.</li> <li>• Is able to work independently and proactively within these frameworks</li> </ul>	<p>Demonstrates awareness and developing understanding of the professional duties of a teacher and of the statutory framework within which teachers work – including the role of the teacher within the Children’s Workforce. Is able to work within these, sometimes with guidance.</p>	<p>Demonstrates an awareness of the professional duties of a teacher and of the statutory framework within which teachers work – including the role of the teacher within the Children’s Workforce. Is able to work within these, with guidance.</p>	<p>Does not demonstrate an awareness of the professional duties of a teacher and of the statutory framework within which teachers work.</p> <p>Is unable or unwilling to work within these.</p>
<b>Q3 (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.</b>			
<p>Demonstrates an awareness and understanding of the departmental and institutional policies. Is able to work collaboratively as part of team within the policy and practice framework to ensure that they are implemented.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates the ability to evaluate departmental and institutional policies, to inform their professional development.</li> <li>• Is able to work collaboratively and make a positive contribution as part of team within the policy and practice framework to ensure that they are implemented.</li> </ul>	<p>Demonstrates awareness and developing understanding of the departmental and institutional policies. Is able to work as part of team within the policy and practice framework to ensure that they are implemented, sometimes with guidance from colleagues.</p>	<p>Demonstrates an awareness of departmental and institutional policies. Is able to work as part of team within the policy and practice framework to ensure that they are implemented, with guidance from colleagues.</p>	<p>Does not demonstrate an awareness of departmental and institutional policies.</p> <p>Is unable or unwilling to work as part of team.</p>
<b>Communicating and working with others</b>			
<b>Q4 Communicate effectively with children, young people, colleagues, parents and carers.</b>			
<p>Effective and confident in communicating with learners in meeting and responding to their needs. Able to listen and respond in the classroom and wider institutional environment.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Has the confidence and trust of the learners in their dealings with them.</li> <li>• Confident in being able to listen and respond in the classroom and wider institutional environment.</li> </ul>	<p>Demonstrates the ability to communicate effectively with learners in meeting and responding to their needs. Able to listen and respond in the classroom and wider institutional environment.</p>	<p>Demonstrates the ability to communicate effectively with learners in meeting and responding to their needs.</p> <p>Able to listen and respond within the classroom environment.</p>	<p>Does not demonstrate the ability to communicate effectively with learners.</p> <p>Unable or unwilling to listen and respond within the classroom environment.</p>
<p>Demonstrates confidence in their effective and successful communication with teachers and support staff. Demonstrates an understanding of the need to communicate with other members of the Children’s Workforce, as informed by the Common Core, and a knowledge of the processes and procedures used in particular contexts.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident and proactive in their communication with teachers and support staff.</li> <li>• Demonstrates a clear understanding of the principles and processes that inform communication as part of the Children’s Workforce in a range of contexts and is able to evaluate these.</li> </ul>	<p>Demonstrates the ability to communicate effectively with teachers and support staff. Demonstrates an understanding of the need to communicate with other members of the Children’s Workforce, as informed by the Common Core.</p>	<p>Demonstrates the ability to communicate effectively with teachers and support staff.</p> <p>Has an awareness and developing understanding of the need to communicate with other members of the Children’s Workforce, as informed by the Common Core.</p>	<p>Does not demonstrate the ability to communicate effectively with colleagues in school.</p> <p>Does not have an awareness of the need to communicate with other members of the Children’s Workforce.</p>
<p>Demonstrates the ability to communicate effectively in different ways with parents and carers (verbally and in writing). Has a good understanding of the key role that parents and carers have and a developing knowledge of how they can be involved.</p> <p><b>Outstanding performance would, in addition, include the following:</b></p> <ul style="list-style-type: none"> <li>• A confident ability to communicate with parents and carers in a range of different ways (verbally and in writing).</li> </ul>	<p>Demonstrates the ability to communicate effectively with parents and carers (verbally and in writing). Has a developing understanding of the key role that communication with parents and carers has.</p>	<p>Demonstrates the ability to communicate effectively with parents and carers (verbally and/or in writing). Recognises the importance of effective communication with parents and carers.</p>	<p>Does not demonstrate the ability to communicate effectively with parents and carers (verbally and/or in writing).</p> <p>Does not recognise the importance of effective communication with parents and carers.</p>

<b>Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.</b>			
<p>A good understanding, which has a developing impact on professional practice, of the roles of teachers and support staff in working with learners towards achieving the five outcomes of Every Child Matters.</p> <p><b>Outstanding performance would, in addition, include the following:</b></p> <ul style="list-style-type: none"> <li>• A confident understanding, which increasingly informs professional practice, of the roles of teachers and support staff in working with learners towards achieving the five outcomes of Every Child Matters.</li> </ul>	<p>Demonstrates a developing understanding of the roles of teachers and support staff in working with learners towards achieving the five outcomes of Every Child Matters.</p>	<p>Demonstrates an awareness and appreciation of the roles of teachers and support staff in working with learners towards achieving the five outcomes of Every Child Matters.</p>	<p>Does not demonstrate an awareness and appreciation of the roles of teachers and support staff in working with learners.</p>
<p>Demonstrates an understanding of the role that parents and carers play in working with learners towards achieving the five outcomes of Every Child Matters.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• A confident understanding of the role that parents and carers play in working with learners towards achieving the five outcomes of Every Child Matters.</li> <li>• Is able to evaluate the role of parents and carers in supporting learners in meeting these outcomes.</li> </ul>	<p>Demonstrates a developing understanding of the role that parents and carers play in working with learners towards achieving the five outcomes of Every Child Matters.</p>	<p>Demonstrates an awareness and appreciation of the role that parents and carers play in working with learners towards achieving the five outcomes of Every Child Matters.</p>	<p>Does not demonstrate an awareness and appreciation of the role that parents and carers play in working with learners towards achieving the five outcomes of Every Child Matters.</p>
<b>Q6 Have a commitment to collaboration and co-operative working.</b>			
<p>Demonstrates a clear understanding of the need for collaborative and cooperative working. Works in collaboration with colleagues, in a range of contexts, with guidance as appropriate. Professional work demonstrates a sound understanding and ability to plan for collaborative practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Identifies opportunities for collaborative and cooperative working and makes a positive contribution to the institution.</li> <li>• Professional work demonstrates a confident understanding and ability to plan for collaborative practice.</li> <li>• Demonstrates the ability to evaluate the value and impact of collaborative practice.</li> </ul>	<p>Demonstrates an understanding of the need for collaborative and cooperative working. Works in collaboration with colleagues, with guidance as appropriate. Professional work demonstrates an emerging understanding and ability to plan for collaborative practice.</p>	<p>Demonstrates an awareness of the need for collaborative and cooperative working. Works in collaboration with colleagues, with guidance as appropriate.</p>	<p>Does not demonstrate an awareness of the need for collaborative and cooperative working. Unable or unwilling to work in collaboration with colleagues.</p>

**Personal Professional Development**

**Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs**

Demonstrates reflective practice, which shows a sound assessment of their current level of performance. Able to identify targets for further development and establish strategies to address, some of which may have been identified through the mentoring and coaching process. Able to engage with increasing confidence with constructive criticism and respond appropriately. Good use made of programme reflective and evaluative tools to support the process (SK Audits, KARD, RDP, Lesson Evaluations, Form 2, Form 3, placement reports and grade descriptors). Increasing evidence of being a thoughtful, reflective practitioner. Proactive in using the practice of colleagues in informing professional development

Is able to reflect on and evaluate own performance and then, in dialogue with mentors, use this to inform strategies for improvement. Reflective practice increasingly focuses on learning. Able to engage with constructive criticism and respond appropriately. Appropriate use made of reflective and evaluative programme tools to support the process (SK Audits, KARD, RDP, Lesson Evaluations, Form 2, Form 3, placement reports and grade descriptors). Understands how the practice of colleagues can be used to inform professional development and competence and is able to use this, sometimes with guidance.

Is able to reflect on and evaluate own performance; however, this may be mentor-led rather than AT led. Can identify development needs and strategies to meet these needs, with guidance from colleagues. Reflective practice may focus on 'management' and 'teacher' issues, rather than on learner/learning needs. Able to engage with constructive criticism and respond appropriately, again with guidance as necessary. Some use made of programme reflective and evaluative tools to support the process (SK Audits, KARD, RDP, Lesson Evaluations Form 2 and Form3). Is able to use the placement reports and the grade descriptors as a reflective and target setting tool; however, this may be mentor-led. Recognises how the practice of colleagues can be used to inform professional development and competence and is able to use this, with guidance as appropriate.

Is unable to reflect on and evaluate own performance. Cannot identify development needs and strategies to meet these needs, despite guidance. Unable or unwilling to engage with constructive criticism and respond appropriately. Little or no use made of programme reflective and evaluative tools to support the process (SK Audits, KARD, RDP, Lesson Evaluations Form 2 and Form 3). Is unable or unwilling to use placement reports and the grade descriptors as a reflective and target setting tool. Does not recognise how the practice of colleagues can be used to inform professional development and competence.

**Outstanding performance would, in addition, include some of the following:**

- A confident reflective practitioner who is able to assess accurately their current level of performance.
- Proactive in engaging with mentors to develop further.
- Uses initiative to identify and access opportunities for professional development.
- Highly effective use made of programme reflective and evaluative tools to support the process (SK Audits, KARD, RDP, Lesson Evaluations, Form 2, Form 3, placement reports and grade descriptors).
- Proactive in using the practice of colleagues, and relevant research/educational theory, to inform their professional development.

**Q7 b) Identify priorities for their early professional development in the context of induction.**

Effective reflection on, and evaluation, of their own development needs for their NQT year; Targets reflect current strengths and areas for development and the Associate Teacher can identify appropriate development strategies to meet these. Effective use made of professional dialogue with mentors and tutors. Good use made of programme reflective and evaluative (SK Audits, KARD, RDP, Lesson Evaluations Form 2, Form3, placement reports and grade descriptors) to support professional development target setting CEDP sets out development targets for Induction Year that display some understanding of the Professional Standards framework for teachers.

Is able to reflect on and evaluate their own development needs for their NQT year. Can identify development strategies to meet professional targets, with some guidance from colleagues as appropriate. Appropriate use made of programme reflective and evaluative (SK Audits, KARD, RDP, Lesson Evaluations Form 2, Form3, placement reports and grade descriptors) to support professional development target setting CEDP sets out development targets for Induction Year.

Is able to reflect on and evaluate their own development needs for their NQT year; however, this may be mentor/tutor-led rather than AT led. Can identify development strategies to meet professional targets, with guidance from colleagues. Some use made of programme reflective and evaluative tools (SK Audits, KARD, RDP, Lesson Evaluations Form 2, Form 3, placement reports and grade descriptors) to support professional development target setting. CEDP sets out development targets for Induction Year.

Is unable to reflect on and evaluate their own development needs for their NQT year, even with guidance. Cannot identify development strategies to meet professional targets, even with guidance from colleagues. CEDP fails to set out development targets for Induction Year.

**Outstanding performance would, in addition, include some of the following:**

- Confident and proactive in reflecting on and identifying, Professional Development needs in NQT year – drawing on and making best use of self evaluation and dialogue with mentors and tutors.
- Targets demonstrate commitment to continuous professional improvement.

<b>Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified</b>			
<p>Demonstrates creativity in their teaching and in the promotion of creativity in learner learning activities. Through professional practice, demonstrates a questioning and critical approach to innovation and refines their practice in light of this.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• A confident approach in the use of creative approaches to learning and teaching. Is proactive in promoting creativity in learners.</li> <li>• Through professional practice, is able to demonstrate an effective and critical approach to innovation.</li> <li>• Is proactive is evaluating and refining their practice in light of this.</li> <li>• Is able to share their findings with colleagues and engage in appropriate professional dialogue.</li> </ul>	<p>Is able to demonstrate creativity in their teaching and is able to promote creativity in learner learning activities. Through professional practice, is able to demonstrate a questioning and critical approach to innovation and is able to refine their practice in light of this.</p>	<p>Is able to demonstrate some creativity in their teaching and is able to promote some creativity in learner learning activities, with the help of experienced colleagues as appropriate. Through professional practice, is able to demonstrate a questioning and critical approach to innovation and shows willingness to refine their practice in light of this.</p>	<p>Does not demonstrate any creativity in their teaching. Is unable or unwilling to be critical of innovation. Is unable or unwilling to refine their practice in light of innovation.</p>
<b>Q9 Act upon advice and feedback and be open to coaching and mentoring.</b>			
<p>Seeks advice and feedback and is able to engage in professional dialogue to inform their professional development. Makes use of dialogue with, and observation of, the practice of colleagues, through refinement of their own practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Actively seeks advice and feedback and is able to engage in professional dialogue with confidence to inform their professional development. This dialogue draws on the ability to reflect on their own practice.</li> <li>• Makes effective use of dialogue with, and observation of, the practice of a range of colleagues and is able to review and refine practice.</li> </ul>	<p>Is able to follow advice and respond to feedback in an appropriate manner. Is able to discuss development issues and professional goals and targets with colleagues. Is able to demonstrate an understanding of how they can learn from the effective practice of others, through refinements to their own practice.</p>	<p>Is able to follow advice and respond to feedback in an appropriate manner. Is able to discuss development issues and professional goals and targets with colleagues; however, this may be tutor/mentor led. Is able to demonstrate an understanding of how they can learn from the effective practice of others.</p>	<p>Is unable or unwilling to follow advice and respond to feedback in an appropriate manner. Is unable or unwilling to discuss development issues and professional goals and targets with colleagues. Is unable or unwilling to demonstrate an understanding of how they can learn from the effective practice of others.</p>
<b>Professional Knowledge and Understanding</b>			
<b>Teaching and Learning</b>			
<b>Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential</b>			
<p>Demonstrates a confident knowledge and understanding of a wide range of teaching and learning strategies, including: appropriate selection and development of resources; effective use of technology; creativity; pedagogy within the subject and the use of planning, assessment and evaluation.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a confident and critical knowledge and understanding of a wide range of teaching and learning strategies, including: appropriate selection and development of resources; innovative use of technology; creativity; pedagogy within the subject and the use of planning, assessment and evaluation.</li> <li>• The ability to draw on a range of sources – observation of practice and research – to inform and develop their knowledge and understanding</li> </ul>	<p>Demonstrates a good knowledge and understanding of a range of teaching and learning strategies, including: appropriate selection and development of resources; effective use of technology; pedagogy within the subject and the use of planning, assessment and evaluation.</p>	<p>Demonstrates knowledge and understanding of a range of learning and teaching strategies, including: appropriate selection of resources; use of technology; pedagogy within the subject and the use of planning, assessment and evaluation.</p>	<p>Does not demonstrate knowledge and understanding of a range of learning and teaching strategies. Uses inappropriate resources. Does not understand and/or fails to make appropriate use of pedagogy within the subject.</p>
<p>Demonstrates a confident knowledge and understanding of a range of behaviour management strategies and best practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a confident and critical knowledge and understanding of a range of behaviour management strategies and best practice.</li> <li>• The ability to draw on a range of sources – observation of practice and research – to inform and develop their knowledge, understanding and practice.</li> </ul>	<p>Demonstrates a good knowledge and understanding of a range of behaviour management strategies, including: consistent use of appropriate rewards and sanctions; use of appropriate learning and teaching activities to engage learners and use of appropriate verbal and non-verbal communication.</p>	<p>Demonstrates knowledge and understanding of a range of behaviour management strategies, including: use of appropriate rewards and sanctions; use of appropriate learning and teaching activities to engage learners and use of appropriate verbal and non-verbal communication.</p>	<p>Does not demonstrate knowledge and understanding of a range of behaviour management strategies. Fails to use appropriate rewards and sanctions. Use of inappropriate learning and teaching activities.</p>

<p>Demonstrates a sound knowledge and understanding of how teaching, learning and behaviour management strategies can be used in the classroom to manage learning and behaviour. Is able to adapt and apply strategies, using evidence of learner learning and behaviour. Evidence of a developing breadth in the range of strategies employed.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a confident and critical perspective on the selection, application and adaptation of strategies to manage learning and behaviour.</li> <li>• Ability to draw on evaluative and research evidence to inform practice.</li> </ul>	<p>Demonstrates knowledge and understanding of how teaching, learning and behaviour management strategies can be used within the classroom. Knows how to choose, adapt and apply, in response to evidence about pupil learning and behaviour.</p>	<p>Demonstrates knowledge and developing understanding of how teaching, learning and behaviour management strategies can be used within the classroom. Knows how to choose appropriate strategies for different contexts, with guidance from colleagues as appropriate, and how to adjust in response to evidence about pupil learning and behaviour.</p>	<p>Does not demonstrate knowledge of how teaching, learning and behaviour management strategies can be used within the classroom. Cannot adjust and adapt practice in response to evidence about pupil learning and behaviour.</p>
<p>Demonstrates a sound knowledge and understanding on a wide range of strategies to differentiate and personalise the learning and teaching experiences of all learners. Is able to demonstrate growing autonomy in meeting the needs of all learners.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a confident and critical knowledge and understanding on a wide range of strategies to differentiate and personalise the learning and teaching experiences of all learners.</li> <li>• A developing proactivity in meeting the needs of all learners.</li> <li>• Ability to draw on evaluative and research evidence to inform practice.</li> </ul>	<p>Demonstrates knowledge and understanding of a range of strategies to differentiate/personalise the learning and teaching experiences of all learners. Is able, with some guidance as appropriate, to take into account: age; gender; learner interests and experiences; ability and social, cultural and ethnic background.</p>	<p>Demonstrates knowledge and developing understanding of strategies to differentiate/personalise the learning and teaching experiences of all learners. Is able, with guidance, to take into account: age; gender; learner interests and experiences; ability and social, cultural and ethnic background.</p>	<p>Does not demonstrate knowledge of strategies to differentiate/personalise the learning and teaching experiences of all learners. Ignores and/or is unable to respond to: age; gender; learner interests and experiences; ability and social, cultural and ethnic background.</p>
<b>Assessment and Monitoring</b>			
<b>Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications</b>			
<p>Good knowledge and understanding of the assessment requirements for Key Stage Three, Key stage Four and post-16 (as appropriate), in respect of what to assess, how to assess and when to assess is demonstrated. Good knowledge and understanding shown in respect of relevant Levels and end of Key Stage descriptions.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• A developing ability to evaluate assessment requirements to best meet the needs of learners.</li> <li>• A developing knowledge and understanding of alternative assessment frameworks and requirements.</li> <li>• An emerging criticality in respect of assessment arrangements and requirements.</li> </ul>	<p>Is able to demonstrate knowledge and understanding of the assessment requirements for Key Stage Three, Key stage Four and post-16 (as appropriate), in respect of what to assess, how to assess and when to assess.</p> <p>Is able to demonstrate a knowledge and understanding of relevant Levels and end of Key Stage descriptions.</p>	<p>Is able to demonstrate knowledge of the assessment requirements for Key Stage Three, Key stage Four and post-16 (as appropriate), in respect of what to assess, how to assess and when to assess, with the help of colleagues as appropriate.</p> <p>Is able to demonstrate knowledge of relevant Levels and end of Key Stage descriptions.</p>	<p>Is unable to demonstrate knowledge of the assessment requirements for Key Stage Three, Key Stage Four and post-16 (as appropriate). Is unable to demonstrate knowledge of relevant Levels and end of Key Stage descriptions.</p>
<b>Q12 Know a range of approaches to assessment, including the importance of formative assessment</b>			
<p>Good knowledge and understanding of a range of approaches to assessment, both summative and formative/day to day and periodic. Understanding of current thinking about assessment demonstrated and is able to evaluate this thinking. Good levels of knowledge and understanding is shown in respect of the importance of formative/day to day and periodic assessment.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• A developing ability to evaluate assessment approaches to best meet the needs of learners.</li> <li>• Clear understanding of current thinking about assessment demonstrated and is able to evaluate critically this thinking.</li> </ul>	<p>Is able to demonstrate knowledge and understanding of a range of approaches to assessment, both summative and formative/day to day and periodic. Is able to demonstrate knowledge and understanding in respect of the importance of formative/day to day and periodic assessment.</p>	<p>Is able to demonstrate knowledge of a range of approaches to assessment, both summative and formative/day to day and periodic. Is able to demonstrate knowledge in respect of the importance of formative/day to day and periodic assessment.</p>	<p>Is unable to demonstrate knowledge of a range of approaches to assessment, either summative or formative/day to day and periodic.</p>

<b>Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise the levels of attainment</b>			
<p>Has a good knowledge and understanding of the range of local and national data used in departments and schools, including targets, and how this can be analysed to inform planning and measure the effectiveness of their teaching.</p> <p>Is able to demonstrate a good knowledge and understanding of how data can be used to monitor the progress of learners and how this can be used to raise levels of attainment.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• An emerging ability to analyse a range of statistical information to best meet the needs of learners.</li> <li>• A developing appreciation and understanding of the purposes, value and limitations of statistical information in respect of planning, teaching and learning and assessment.</li> </ul>	<p>Has a knowledge and understanding of the range of local and national data used in departments and schools, including targets, and how this can be used to inform planning and measure the effectiveness of their teaching.</p> <p>Is able to demonstrate a knowledge and understanding of how data can be used to monitor the progress of learners and how this can be used to raise levels of attainment.</p>	<p>Has knowledge of the range of local and national data used in departments and schools, including targets, and how this can be analysed to inform planning and measure the effectiveness of their teaching.</p> <p>Is able to demonstrate a knowledge of how data can be used to monitor the progress of learners and how this can be used to raise levels of attainment.</p>	<p>Is unable to demonstrate knowledge of the range of local and national data used in departments and schools, including targets, and how this can be analysed to inform planning and measure the effectiveness of their teaching.</p> <p>Is unable to demonstrate knowledge of how data can be used to monitor the progress of learners and how this can be used to raise levels of attainment.</p>
<b>Subjects and Curriculum</b>			
<b>Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained</b>			
<p>Confident subject knowledge that enables them to teach effectively across the Key Stages and ability levels. Has been proactive in developing their knowledge and understanding.</p> <p>Has a good understanding of the theories of learning and teaching in their subject and how this impacts upon their practice. They are able to use this understanding with confidence.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Excellent level of subject knowledge.</li> <li>• That enables them to teach effectively across the key stages and ability levels. Has been proactive in developing their knowledge and understanding.</li> <li>• Has a confident knowledge and understanding of the theory of learning and teaching in their subject and how this impacts upon their practice.</li> </ul>	<p>Is able to demonstrate good subject knowledge in order to deliver their subject effectively across the Key Stages and ability levels. Recognises and acts upon areas for development.</p> <p>Has an understanding of the theories of learning and teaching in their subject and is able to demonstrate increasing effectiveness in using this to inform their practice.</p>	<p>Is able to demonstrate secure subject knowledge in order to deliver their subject effectively across the Key Stages and ability levels. Is able to act upon areas for development, with the help of colleagues as appropriate.</p> <p>Has an understanding of the theories of learning and teaching in their subject.</p>	<p>Is unable to demonstrate secure subject knowledge in order to deliver their subject effectively across the Key Stages and ability levels e.g. cannot break concepts down.</p> <p>Is unable or unwilling to act upon areas for development.</p> <p>Has no or very little understanding of the theories of learning and teaching in their subject.</p>
<b>Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained</b>			
<p>Has a good knowledge and understanding of the National Curriculum, the Programme of Study (and frameworks if appropriate) for their own subject and x-curricular themes/functional and thinking skills. They build x-curricular themes and functional/thinking skills successfully in to their teaching.</p> <p>A good knowledge and understanding of non-statutory guidance in their own subject, the National Strategy and relevant initiatives and an ability to evaluate.</p> <p>Good knowledge and understanding of the pathways and qualifications framework at 14-19, across the curriculum and within their subject for which they are being trained.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Has a confident and critical knowledge and understanding of the National Curriculum, the Programme of Study (and frameworks if appropriate) for their own subject and x-curricular themes/functional and thinking skills.</li> <li>• Regular evidence in professional practice of addressing x-curricular themes and relevant skills.</li> <li>• An emerging criticality in respect of non-statutory guidance in their own subject, the National Strategy and relevant initiatives.</li> <li>• An emerging criticality in respect of the 14-19 qualifications framework, informed by an ability to draw on relevant observations of practice and/or theory and research.</li> </ul>	<p>Has a sound knowledge and understanding of the National Curriculum, the Programme of Study (and frameworks if appropriate) for their own subject and x-curricular themes/functional and thinking skills. They can build x-curricular themes/functional and thinking skills in to their teaching.</p> <p>A sound knowledge and understanding of non-statutory guidance in their own subject, the National Strategy and relevant initiatives.</p> <p>Sound knowledge and understanding of the pathways and qualifications framework at 14-19, across the curriculum and within their subject for which they are being trained.</p>	<p>Is able to demonstrate a knowledge and understanding of the National Curriculum, the Programme of Study (and frameworks if appropriate) for their own subject and x-curricular themes/functional and thinking skills.</p> <p>Is able to demonstrate a knowledge and understanding of non-statutory guidance in their own subject, the National Strategy and relevant initiatives.</p> <p>Is able to demonstrate a knowledge and understanding of the pathways and qualifications framework at 14-19, across the curriculum and within their subject for which they are being trained.</p>	<p>Is unable to demonstrate a knowledge and understanding of the National Curriculum, the Programme of Study (and frameworks if appropriate) for their own subject and x-curricular themes/functional and thinking skills.</p> <p>Is unable to demonstrate a knowledge and understanding of non-statutory guidance in their own subject, the National Strategy and relevant initiatives.</p> <p>Is unable to demonstrate a knowledge and understanding of the pathways and qualifications framework at 14-19, across the curriculum and within their subject for which they are being trained.</p>

**Literacy, Numeracy and ICT**

**Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities**

Is able to demonstrate a sound knowledge and understanding of how to/why use appropriate literacy, numeracy and ICT skills in their planning, teaching and learning and assessment, and to support their own professional development. Evidence of their effective use of these by the Associate Teacher.

**Outstanding performance would, in addition, include some of the following:**

- A critical knowledge and understanding of how to/why use appropriate literacy, numeracy and ICT skills in their planning, teaching and learning and assessment, and to support their own professional development.
- Evidence of regular and effective use of these by the Associate Teacher.

Is able to demonstrate a knowledge and understanding of how to/why use appropriate literacy, numeracy and ICT skills in their planning, teaching and learning and assessment, and to support their own professional development.

Is able to demonstrate a knowledge of how to/why use appropriate literacy, numeracy and ICT skills in their planning, teaching and learning and assessment, and to support their own professional development.

Is unable to demonstrate a knowledge of how to/why use appropriate literacy, numeracy and ICT skills in their planning, teaching and learning and assessment, and to support their own professional development.

**Achievement and Diversity**

**Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, ethnic, cultural and linguistic influences**

Has a confident understanding of how learner development theories can inform the teaching and learning process.  
Confident knowledge and understanding of how learners are affected by a range of factors and takes these into account in their teaching and learning activities.

**Outstanding performance would, in addition, include some of the following:**

- Criticality in relation to the place of learner development theories and their impact on teaching and learning.
- Is effective in taking into account the range of factors that can impact upon learners and demonstrates this through their teaching and learning activities.

Has a sound understanding of how learner development theories can inform the teaching and learning process.  
Sound knowledge and understanding of how learners are affected by a range of factors and can take these into account in their teaching and learning activities

Is able to demonstrate an understanding of learner development theories and how these can inform the teaching and learning process.  
Is able to recognise that learners are affected by a range of factors and understands how this needs to be taken into account in teaching and learning.

Is unable to demonstrate an understanding of learner development theories and how these can inform the teaching and learning process.  
Is unable to recognise that learners are affected by a range of factors and fails to understand how this needs to be taken into account in teaching and learning.

**Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching**

Is able to demonstrate a confident knowledge and understanding of how to differentiate their teaching to meet the needs of all learners.

**Outstanding performance would, in addition, include the following:**

- A critical and reflective understanding of approaches to differentiation in order to meet the needs of all learners.

Is able to demonstrate a sound knowledge of how to differentiate their teaching to meet the needs of all learners.

Is able to demonstrate a knowledge of how to differentiate their teaching to meet the needs of all learners.

Is unable to demonstrate a knowledge of how to differentiate their teaching to meet the needs of all learners.

A sound knowledge and understanding of how to support the learning of EAL learners.  
A sound knowledge and understanding of how to support the learning of learners who have SEN or disabilities.

**Outstanding performance would, in addition, include some of the following:**

- Confidence in their knowledge and understanding of how to support the learning of EAL learners, through their planning and practice.
- Confidence in their knowledge and understanding of how to support the learning of learners who have SEN or disabilities, through their planning and practice.

Is able to demonstrate a sound knowledge of how to support the learning of EAL learners.  
Is able to demonstrate a sound knowledge of how to support the learning of learners who have SEN or disabilities.

Is able to demonstrate knowledge of how to support the learning of EAL learners.  
Is able to demonstrate a knowledge of how to support the learning of learners who have SEN or disabilities.

Is unable to demonstrate knowledge of how to support the learning of EAL learners.  
Is unable to demonstrate a knowledge of how to support the learning of learners who have SEN or disabilities

<p>A sound understanding of how and why equality and inclusion should be promoted in their teaching, and a developing proactivity in their professional practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• A confident and critical understanding of equality and inclusion and its promotion in their teaching.</li> <li>• Proactive in their professional practice in the classroom</li> <li>• An emerging commitment to equality and inclusion in the wider school environment.</li> </ul>	<p>Knows and understands how and why equality and inclusion should be promoted in their teaching. Begins to apply this to their professional practice.</p>	<p>Knows how and why equality and inclusion should be promoted in their teaching.</p>	<p>Is unable to demonstrate knowledge of how and why equality and inclusion should be promoted in their teaching.</p>
<p><b>Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual needs</b></p>			
<p>Is able to demonstrate a knowledge and understanding of the roles and responsibilities of key colleagues and members of the wider children’s workforce, as appropriate. Has a knowledge and understanding of why and how to seek advice from appropriate specialists, to inform teaching and learning, and can use this information to inform their practice.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Proactive in developing knowledge and understanding of the roles of members of the wider children’s workforce.</li> <li>• Is able to use information from specialists effectively to inform their practice</li> </ul>	<p>Is able to demonstrate a knowledge and understanding of the roles and responsibilities of key colleagues in school. Has knowledge and understanding of why and how to seek advice from appropriate specialists, to inform teaching and learning, and can use this information to inform their practice, with the help of colleagues as appropriate.</p>	<p>Is able to demonstrate a knowledge and understanding of the roles and responsibilities of key colleagues in school. Has a knowledge and understanding of why and how to seek advice from appropriate specialists, to inform teaching and learning.</p>	<p>Is unable to demonstrate a knowledge and understanding of the roles and responsibilities of key colleagues in school. Is unable to demonstrate knowledge and understanding of why and how to seek advice from appropriate specialists, to inform teaching and learning.</p>
<p><b>Health and well-being</b></p>			
<p><b>Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people</b></p>			
<p>Has knowledge and understanding of relevant legislation, policies and guidance relating to the safety and well-being of learners. Is able to operate within these.</p> <p><b>Outstanding performance would, in addition, include the following:</b></p> <ul style="list-style-type: none"> <li>• Actively promotes safeguarding and well-being with learners in their work in and outside of the classroom.</li> </ul>	<p>Has knowledge of relevant legislation, policies and guidance relating to the safety and well-being of learners. Is able to operate within these with guidance as appropriate.</p>	<p>Has awareness of relevant legislation, policies and guidance relating to the safety and well being of learners. Is able to operate within these, with guidance.</p>	<p>Does not have awareness of relevant legislation, policies and guidance relating to the safety and well-being of learners. Is unable or unwilling to operate within these.</p>
<p><b>Q21 (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support</b></p>			
<p>Is able to demonstrate knowledge and understanding of a range of barriers to learning, development or well-being. Is able to demonstrate knowledge and understanding of support strategies for learners in such circumstances. Is able to demonstrate knowledge and some understanding of a wider range of specialist support and when it is appropriate to refer learners to this support.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Uses knowledge and understanding to inform practice.</li> <li>• Is increasingly confident in recognising and understanding barriers to learning, development and well –being across a number of contexts.</li> </ul>	<p>Is able to demonstrate knowledge of a range of barriers to learning, development or well-being. Is able to demonstrate knowledge and understanding of how to support learners in such circumstances. Is able to demonstrate a knowledge of a wider range of specialist support and when it is appropriate to refer learners to this support.</p>	<p>Is able to demonstrate knowledge of barriers to learning, development or well-being. Is able to demonstrate knowledge of how to support learners in such circumstances. Is able to demonstrate a knowledge of specialist support and when it is appropriate to refer learners to this support.</p>	<p>Is unable to demonstrate knowledge of barriers to learning, development or well-being. Is unable to demonstrate knowledge of how to support learners in such circumstances. Is unable to demonstrate a knowledge of specialist support and when it is appropriate to refer learners to this support.</p>

**Professional Skills**

**Planning**

**Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across a series of lessons and demonstrating secure subject/curriculum knowledge**

<p>Sets challenging teaching and learning objectives that are relevant to all learners. These inform teaching and learning activities that are appropriate and can provide challenge to the ages and abilities of the learners. Can plan effectively and independently for the grouping of learners.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Challenging teaching and learning objectives that are relevant to all learners are consistently set.</li> <li>• Teaching and learning activities, informed by the objectives, are highly appropriate and challenging to the ages and abilities of the learners.</li> <li>• Consistently able to plan effectively and independently for the grouping of learners.</li> <li>• Increasing confidence in accommodating personalised/individual needs within objectivities and activities.</li> <li>• A critical and reflective approach to the use of learning and teaching objectives.</li> </ul>	<p>Sets teaching and learning objectives that are relevant to all learners. Uses these effectively to plan teaching and learning activities that are appropriate to the ages and abilities of the learners. Can plan appropriately for the grouping of learners.</p>	<p>Can set teaching and learning objectives that are relevant to all learners. Uses these to plan teaching and learning activities that are appropriate to the ages and abilities of the learners. Can plan appropriately for the grouping of learners, with guidance.</p>	<p>Consistently fails to set teaching and learning objectives that are relevant to all learners.</p> <p>Fails to use these to plan teaching and learning activities that are appropriate to the ages and abilities of the learners. Cannot plan appropriately for the grouping of learners, despite guidance.</p>
<p>Demonstrates effective planning within the lesson and across a sequence of lessons, providing for continuity and progression that is clear to learners, and which demonstrates a developing confidence in planning for a range of approaches to learning and teaching activities.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistently demonstrates effective planning within the lesson and across a sequence of lessons, providing for continuity and progression that is clear to all learners.</li> <li>• Increasing confidence in accommodating personalised/individual needs within a lesson and across sequences of lessons.</li> <li>• Confidence in planning for a range of approaches to learning and teaching activities.</li> <li>• A critical and reflective approach to planning within and across lessons.</li> </ul>	<p>Demonstrates planning within the lesson and across a sequence of lessons that provides for continuity and progression.</p>	<p>Demonstrates the ability to plan within the lesson and across a sequence of lessons, providing for continuity and progression, with guidance as appropriate.</p>	<p>Consistently fails to demonstrate the ability to plan within the lesson and across a sequence of lessons, providing for continuity and progression.</p>
<p>Demonstrates a confident level of subject knowledge and understanding within the curriculum and a confident understanding of approaches to learning and teaching within the subject, which informs their planning. Evidence of a developing knowledge of, and confidence in, the use of a wider range of approaches to learning and teaching in their curriculum area.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an excellent level of subject knowledge and understanding within the curriculum.</li> <li>• Demonstrates a confident and critical understanding of approaches to learning and teaching within the subject, which consistently informs their planning.</li> <li>• Demonstrates confidence in a range of approaches to learning and teaching in their curriculum area.</li> <li>• Increasing confidence in accommodating personalised/individual needs within their approaches to learning and teaching in the curriculum area</li> <li>• An emerging criticality in respect practice in learning and teaching in their curriculum area, informed by an ability to draw on relevant observations of practice and/or theory and research.</li> </ul>	<p>Demonstrates a good level of subject knowledge and understanding within the curriculum and a good understanding of approaches to learning and teaching within the subject, which informs their planning.</p>	<p>Demonstrates a secure level of subject knowledge within the curriculum and a sound understanding of approaches to learning and teaching within the subject, which can be used to inform their planning, drawing on guidance as appropriate.</p>	<p>Fails to demonstrate a secure level of subject knowledge within the curriculum and a sound understanding of approaches to learning and teaching within the subject.</p>

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills			
<p>Confident knowledge and understanding of how their subject can develop learner capability in literacy, numeracy and ICT, and other learning skills as appropriate. Range of appropriate activities planned that provide for learner use and development of these. Able to reflect on appropriateness of use of skills to support teaching and learning activities.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Excellent knowledge and understanding of how their subject can develop learner capability in literacy, numeracy and ICT, and other learning skills as appropriate.</li> <li>• Demonstrates consistent and imaginative approach to incorporating a range of appropriate activities in their learning and teaching activities that provide for learner use and development of learner skills.</li> <li>• Beginning to evaluate the impact of such activities.</li> <li>• An emerging criticality in respect of skills development and utilisation in their curriculum area, informed by an ability to draw on relevant observations of practice and/or theory and research.</li> </ul>	<p>Demonstrates a good knowledge of how their subject can develop learner capability in literacy, numeracy and ICT. Plans activities that provide for learner use and development of these. Is able to plan for the inclusion of other learning skills, with help from colleagues as appropriate. Recognises when it is appropriate to build these skills into learning and teaching activities.</p>	<p>Demonstrates knowledge of how their subject can develop learner capability in literacy, numeracy and ICT. Is able to plan activities that provide for learner use and development of these, with help from colleagues as appropriate. Recognises when it is appropriate to build these skills into learning and teaching activities.</p>	<p>Does not demonstrate knowledge of how their subject can develop learner capability in literacy, numeracy and ICT. Is unable or unwilling to plan activities that provide for learner use and development of these.</p>
Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning			
<p>Able to plan challenging out of class activities that show understanding of differentiation. These extend and consolidate class work and develop learning. Activities linked to identifiable learning objectives.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Regularly plans a range of challenging and appropriately differentiated out of class activities that extends and consolidates class work and develops learning.</li> <li>• Increasing confidence in accommodating personalised/individual needs within their approaches to homework and out of class learning.</li> <li>• A critical and reflective approach to learner activities and opportunities, drawing on observations, literature and research evidence as appropriate.</li> </ul>	<p>Able to plan out of class activities that show some understanding of differentiation. These extend and consolidate class work and develop learning. Activities linked to identifiable learning objectives.</p>	<p>Able to plan out of class work that links to class work and to identified learning objectives, and which develops learning.</p>	<p>Unable or unwilling to plan out of class work that links to class work. Out of class work does not link to identified learning objectives or develop learning.</p>
Teaching			
Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:			
Q25 (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion			
<p>Effective use of a wide range of strategies within and across lessons. Confident use of resources that take account of individual need. Teaching strategies demonstrate creativity, including use of e-learning. Effective approach to equal opportunities and inclusion.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident and effective use of a wide range of strategies within and across lessons.</li> <li>• Confident and flexible use of resources that take account of individual need.</li> <li>• Teaching strategies demonstrate creativity and innovation, including innovative use of e-learning.</li> <li>• A proactive and effective approach to equal opportunities and inclusion.</li> </ul>	<p>Effective use of a range of strategies within and across lessons. Uses resources that take account of individual need. Appropriate use of technology, including e-learning. Practice takes account of equal opportunities and inclusion issues.</p>	<p>Uses a range of strategies within lessons and across sequences of lessons. These include: shared learning objectives; clear instructions; directed questioning; interaction with learners; sequencing and structuring of learning activities; opportunities to reflect on learning and assessment. Appropriate differentiated resources are used, including technology. Practice takes account of equal opportunities and inclusion issues.</p>	<p>Consistently fails to: share learning objectives; give clear instructions; use directed questioning; interact with learners; sequence and structure learning activities; provide opportunities to reflect on learning and assessment. Does not use differentiated resources. Very little or no use of technology. Does not take account of equal opportunities and inclusion issues.</p>

<b>Q25 (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives</b>			
<p>Confident use of knowledge about learner performance, ability and targets to set appropriate learning objectives and activities. Discusses the learning objectives with learners and begins to explore learner involvement in developing these. Provides continuity and progression across sequences of lessons. Regular use of formative assessment to inform future learning objectives and targets</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident and consistent use of knowledge about learner performance, ability and targets to set appropriate learning objectives and activities.</li> <li>• Involves the learners in the development and meeting of the learning objectives. Provides clear continuity and progression across sequences of lessons.</li> <li>• Regular and effective use of formative assessment to inform future learning objectives and targets.</li> </ul>	<p>Good use of knowledge about learner performance, ability and targets to set appropriate learning objectives and activities. Discusses the learning objectives with learners. Provides continuity and progression across sequences of lessons. Uses formative assessment to inform future learning objectives and targets</p>	<p>Takes account of what learners know, what they are expected to know and their individual targets to set appropriate learning objectives and activities. Ensures that the learners are aware of the learning objectives. Links learning across lessons. Uses formative assessment to inform future learning objectives, with guidance as appropriate.</p>	<p>Consistently fails to take account of what learners know, what they are expected to know and their individual targets to set appropriate learning objectives and activities.</p> <p>Does not share the learning objectives. Does not use formative assessment to inform future learning objectives.</p>
<b>Q25 (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively</b>			
<p>Good adaptation of language to suit individual learners, groups and classes, with an emerging use of a range of literacies to recognise individual needs and learning styles. Use of interaction in explanations. Uses a range of questioning techniques and discussion strategies regularly in their teaching. Opportunities for learners to reflect on learning are regularly deployed.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident adaptation of language to suit individual learners, groups and classes, with deployment of a range of literacies to recognise individual needs and learning styles.</li> <li>• High levels of interaction in explanations.</li> <li>• Effective use of a range of questioning techniques and discussion strategies.</li> <li>• A variety of opportunities for learners to reflect on learning is regularly deployed.</li> </ul>	<p>Able to adapt language to suit individual learners, groups and classes. Use of interaction in explanations. Uses different questioning and discussion strategies. Involves learners in review of and reflections on learning.</p>	<p>Within and across lessons, use of clear instructions, appropriate vocabulary and modelling of expectations (e.g. WALT/WILF). Links new knowledge to prior knowledge. Tests understanding through questioning. Responds to misconceptions. Involves learners in review of learning.</p>	<p>Consistently fails to make themselves understood by learners.</p> <p>Consistently fails to test understanding through questioning.</p> <p>Is unable and/or unwilling to respond to misconceptions.</p> <p>Consistently fails to deliver plenaries.</p>
<b>Q25 (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson</b>			
<p>Effective in managing, monitoring and tracking the learning that is taking place within and across lessons. Able to adjust teaching activities in response to evidence. At times, gives learners some choice over activities in lessons in order to support their learning</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent and effective in managing, monitoring and tracking the learning that is taking place within and across lessons.</li> <li>• Flexible and confident within the classroom, being able to adjust teaching activities in response to evidence.</li> <li>• Is prepared to give learners some influence over the flow of activities in lessons in order to support their learning.</li> </ul>	<p>Within lessons, manages and regularly monitors the learning that is taking place. Responds to individual, group and whole class need to maximise learning.</p>	<p>Within lessons, able to manage and monitor the learning that is taking place. Is able to respond to individual, group and whole class need to maximise learning.</p>	<p>Within lessons, is consistently unable to manage and monitor the learning that is taking place.</p> <p>Is unable or unwilling to respond to individual, group and whole class need to maximise learning.</p>

**Assessing, monitoring and giving feedback**

<b>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies</b>			
<p>Confident in assessing pupil attainment accurately against internal and externally set criteria. Regularly plans for and uses a range of assessment opportunities within and across a sequence of lessons. Consistently produces accurate and understandable records. An emerging confidence in utilising different assessment practices in recognition of individual needs. Effective use of assessment data to monitor learner progress and inform future planning.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident and consistent in assessing learner attainment accurately against internal and externally set criteria.</li> <li>• Regularly plans for and uses a wide range of assessment opportunities within and across a sequence of lessons. Consistently produces accurate and understandable records.</li> <li>• Excellent use of assessment data to monitor learner progress and inform future planning.</li> <li>• Confident use of different assessment practices in recognition of individual needs.</li> <li>• A critical and reflective approach to assessment, monitoring and recording, drawing on observations, literature and research evidence as appropriate.</li> </ul>	<p>Able to assess learner attainment accurately against internal and externally set criteria. Plans for and use a number of assessment opportunities within and across a sequence of lessons. Produces accurate and understandable records</p> <p>Uses assessment data to monitor learner progress and inform future planning.</p>	<p>Able to assess learner attainment accurately against internal and externally set criteria, with guidance where appropriate.</p> <p>Is able to plan for and use a number of assessment opportunities within and across a sequence of lessons. Is able to produce accurate and understandable records.</p> <p>Is able to use assessment data to monitor learner progress and inform future planning, with guidance where appropriate.</p>	<p>Unable to assess learner attainment accurately against internal and externally set criteria, even with guidance.</p> <p>Is unable and/or unwilling to plan for and use a number of assessment opportunities within and across a sequence of lessons.</p> <p>Is unable and/or unwilling to produce accurate and understandable records</p> <p>Is unable and/or unwilling to use assessment data to monitor learner progress and inform future planning.</p>
<b>Q 26 (b) Assess the learning needs of those they teach in order to set challenging learning objectives</b>			
<p>Confident use of data, advice from colleagues, own assessments and observations and other information to inform planning, and set appropriate and challenging learning objectives. A developing confidence in assessing individual learning needs, including learning styles, to personalise the learning objectives for individuals and groups of learners.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent and imaginative use of evidence, advice and guidance to inform planning and to inform learning objectives.</li> <li>• A confident practitioner who can personalise the learning objectives for individuals and groups of learners, drawing on assessment evidence</li> </ul>	<p>Uses data, advice from colleagues, own assessments and observations and other information to inform planning, and set appropriate and challenging learning objectives.</p>	<p>Able to use data, advice from colleagues, own assessments and observations and other information to inform planning, and set appropriate and challenging learning objectives, with guidance as appropriate.</p>	<p>Unable and/or unwilling to use data, advice from colleagues, own assessments and observations and other information to inform planning, and set appropriate and challenging learning objectives.</p>
<b>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development</b>			
<p>Recognises and appreciates opportunities to give regular verbal and written feedback on assessments to help learners' learning develop. Feedback draws a range of evidence and is able to utilise their accurate assessment of learners. Discusses and sets relevant and challenging targets with learners. A developing confidence to personalise targets, recognising individual need. A developing understanding and use of a range of feedback strategies, using technology as appropriate, to engage the learners and support their development.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Proactive in identifying opportunities to give regular verbal and written feedback on assessments to help learners' learning develop.</li> <li>• Feedback draws on a wide range of evidence and is able to utilise their accurate assessment of learners.</li> <li>• Discusses and sets relevant and challenging targets with learners, with a confident approach to personalising the targets, recognising individual needs.</li> <li>• Is prepared to give learners opportunities to lead in these discussions.</li> <li>• Confident and proactive use of a range of feedback strategies, using technology as appropriate, to engage the learners and support their development.</li> <li>• Practice is informed by appropriate engagement with research and literature, including action research undertaken during training.</li> </ul>	<p>Recognises and appreciates opportunities to give verbal and written feedback on assessments to help learners' learning develop. Feedback draws on evidence and is able to utilise their accurate assessment of learners. Discusses and sets relevant targets with learners.</p>	<p>Able to provide verbal and written feedback on assessments to help learners' learning develop. Feedback draws on their accurate assessment of learners. Sets relevant targets, with guidance where appropriate.</p>	<p>Unable and/or unwilling to provide verbal and written feedback on assessments to help learners' learning develop.</p> <p>Does not link feedback to assessment</p> <p>Fails to set relevant targets.</p>

<b>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs</b>			
<p>Creates an environment within which learners are encouraged to reflect and self-assess. Provides regular opportunities for learners to peer and self assess Supports learners in identifying their learning needs and in setting their own targets.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Creates a supportive environment within which learners are confident in reflecting and self-assessing.</li> <li>Use of a range of approaches to support learners in peer and self-assessment activities, including the use of technologies.</li> <li>Supports learners in identifying their individualised learning needs and appropriate strategies to meet them.</li> </ul>	<p>Provides learners with clear guidance on how to self assess and with appropriate opportunities to do so. Supports learners in identifying their learning needs and in setting targets, with guidance from colleagues as appropriate.</p>	<p>Able to provide learners with guidance on how to self assess and with opportunities to do so. Able to support learners in identifying their learning needs.</p>	<p>Unable and/or unwilling to provide learners with guidance on how to self assess.</p> <p>Does not provide learners with opportunities to self-assess.</p> <p>Unable and/or unwilling to support learners in identifying their learning needs.</p>
<b>Reviewing teaching and learning</b>			
<b>Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary</b>			
<p>Utilises a range of evidence on learner progress to evaluate their teaching and its impact on learners. Seeks ways to improve and tries out new ideas and evaluates these. A confident practitioner who is able to make adjustments to practice, responding to formative evidence.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Confident in analysing their teaching and its impact on learners.</li> <li>Pro-active in seeking ways to improve and willingly tries out new ideas and evaluates these.</li> <li>Confident in being able make adjustments to learning and teaching activities during lessons, responding to formative evidence.</li> <li>A critical and reflective approach to their teaching, drawing on observations, literature and research evidence as appropriate.</li> </ul>	<p>Identifies progress of learners. Regularly considers the effect of their teaching on learner progress. Identifies where changes in planning and/or practice are needed. Makes appropriate adjustments.</p>	<p>Able to identify progress of learners. Able to consider the effect of their teaching on learner progress, sometimes with guidance. Able to identify where changes in planning and/or practice are needed, with guidance where appropriate. Is able to make appropriate adjustments.</p>	<p>Unable to identify progress of learners.</p> <p>Unable to consider the effect of their teaching on learner progress.</p> <p>Unable to identify where changes in planning and/or practice are needed.</p> <p>Unable and/or unwilling to make appropriate adjustments.</p>
<b>Learning environment</b>			
<b>Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts</b>			
<p>Consistently establishes a classroom where learners feel safe, valued and respected. Consistently implements appropriate departmental and school policies and frameworks. Consistently sets and maintains high expectations in respect of behaviour and achievement. An environment created within which learners are encouraged to take risks in respect of learning.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>An environment created within which learners are confident to take risks in respect of learning.</li> <li>Ability to adopt a professional, critical and reflective approach to policy and practice within the department and school.</li> </ul>	<p>Establishes classrooms where learners feel safe, valued and respected. Understands the factors that will allow this to be achieved. Implements appropriate departmental and school policies and frameworks. Shares and establishes appropriate expectations in respect of behaviour and achievement, and effective in challenging behaviour and attitudes counter to this.</p>	<p>Is able to establish a classroom where learners feel safe, valued and respected. Understands the factors that will allow this to be achieved. Implements appropriate departmental and school policies and frameworks. Shares and can establish appropriate expectations in respect of behaviour and achievement.</p>	<p>Is unable to establish a classroom where learners feel safe, valued and respected.</p> <p>Does not understand the factors that will allow this to be achieved. Unable and/or unwilling to implement appropriate departmental and school policies and frameworks.</p> <p>Does not share and/or unable to establish appropriate expectations in respect of behaviour and achievement.</p>
<p>Identifies a range of opportunities for out of school learning and is able to demonstrate how they can be used to support effective learning and teaching in the classroom. Has knowledge and understanding of requirements to ensure safety and well-being of learners when engaging in a range of out of school learning contexts.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>Is able to discuss critically how out of school contexts can be used to support effective learning and teaching in the classroom.</li> <li>Able to recognise the role that learners can take in leading their own learning in these contexts.</li> <li>A critical and reflective approach to the use of out of school contexts, drawing on observations, literature and research evidence as appropriate.</li> </ul>	<p>Identifies opportunities for out of school learning. Has knowledge and understanding of requirements to ensure safety and well-being of learners when engaging in out of school learning contexts.</p>	<p>Is able to identify opportunities for out of school learning. Has knowledge of requirements to ensure safety and well-being of learners when engaging in out of school learning contexts.</p>	<p>Is unable to identify opportunities for out of school learning.</p> <p>Limited or no knowledge of requirements to ensure safety and well-being of learners when engaging in out of school learning contexts.</p>

<b>Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence</b>			
<p>Effective use of a range of discipline (rewards and sanctions) strategies, including school procedures. Has high expectations and creates a learning environment, which is supportive and conducive to control and learning. Opportunities established to develop self-disciplined and autonomous learners. Recognition of individual and group needs and a growing confidence in tailoring behaviour management strategies to engage the learners.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Confident and consistent use of a wide range of discipline (rewards and sanctions) strategies, including school procedures.</li> <li>• Regular opportunities established to develop self-disciplined and autonomous learners.</li> <li>• Confident practice in personalising behaviour management strategies to meet the needs of individuals and groups.</li> </ul>	<p>Uses a range of discipline (rewards and sanctions) strategies, including departmental and school procedures. Has high expectations and creates a learning environment, which is supportive and conducive to control and learning. Able to plan for and use opportunities to develop self-disciplined and autonomous learners.</p>	<p>Knows and can use departmental and school procedures for sanctions and rewards. Can establish an environment with high expectations. Can maintain appropriate pace in learning activities, which prevents learners being off-task. Able to plan for and use opportunities to develop self-disciplined and autonomous learners, with guidance from colleagues where appropriate.</p>	<p>Unaware of and/or unable to use departmental and school procedures for sanctions and rewards. Fails to establish an environment with high expectations. Fails to maintain appropriate pace in learning activities. Does not plan and use opportunities to develop self-disciplined and autonomous learners.</p>
<b>Team Working and Collaboration</b>			
<b>Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them</b>			
<p>Establishes confident professional relationships with teaching and non-teaching staff and with other professionals (as appropriate). Actively engages in discussion about and development of effective practice with a range of professionals.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Engagement in critical discussion about and development of effective practice with a range of professionals.</li> <li>• Demonstrates a capability to take the lead in the development and sharing of effective practice.</li> <li>• A developing confidence and understanding about their role with a multi-professional team.</li> </ul>	<p>Develops professional relationships with teaching and non-teaching staff and with other professionals (as appropriate). Recognises and responds to appropriate opportunities to work with colleagues. Engages in discussion about effective practice.</p>	<p>Is able to develop professional relationships with teaching and non-teaching staff and with other professionals (as appropriate). Recognises where it is appropriate to work with colleagues. Is able to engage in discussion about effective practice.</p>	<p>Is unable to develop professional relationships with teaching and non-teaching staff and with other professionals (as appropriate). Is unable and/or unwilling to recognise where it is appropriate to work with colleagues. Is unable and/or unwilling to engage in discussion about effective practice.</p>
<b>Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil</b>			
<p>Effective use of support staff and other colleagues to develop learner learning. Engagement with professional dialogue. Ensures that support staff and other professionals are appropriately informed to support the work being undertaken.</p> <p><b>Outstanding performance would, in addition, include some of the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent and effective use of support staff and other colleagues to develop learner learning.</li> <li>• Confident engagement with professional dialogue and uses this to inform and ensure mutual understanding of roles.</li> <li>• A critical and reflective approach to the roles of the range of professionals involved in learner development.</li> </ul>	<p>Plans for use of support staff in classrooms. Communicates expectations and discusses learner needs with colleagues to support learning.</p>	<p>Able to plan for use of support staff in the classroom, with guidance where appropriate. Able to communicate expectations and able to discuss learner needs with colleagues to support learning.</p>	<p>Unable to plan for use of support staff in the classroom. Does not communicate expectations and/or discuss learner needs with colleagues to support learning.</p>