

## Level Descriptors for Assessment of Teachers' Standards

**Preamble:** These statements provide descriptions of how trainees may demonstrate achievement at different levels in meeting and exceeding the Teachers' Standards

<b>Part 1: Teaching</b>			
<b>Teachers' Standards (TS) DfE 2012</b>	<b>Grade 3</b>	<b>Grade 2</b>	<b>Grade 1</b>
<p><b>TS1: Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>be able to <b>encourage</b> pupils to <b>participate</b> and <b>contribute</b> in an atmosphere <b>conducive to learning</b></li> <li>in the course of differing school experiences, show that he/she has set appropriately <b>high expectations</b>, believing that <b>all pupils</b> can make <b>progress</b></li> <li>be able to develop a <b>rapport</b> with a <b>range</b> of individuals and groups; most pupils are <b>engaged</b> in their <b>learning</b></li> <li>consistently demonstrate <b>professional behaviour</b>, respect for pupils, colleagues, parents and carers and <b>support</b> the <b>ethos</b> of the school</li> <li>demonstrate <b>enthusiasm</b> for working with pupils and young people and for <b>teaching</b> and <b>learning</b></li> </ul>	<ul style="list-style-type: none"> <li>be <b>consistent</b> in encouraging pupils to participate and contribute in an atmosphere <b>conducive to learning</b></li> <li>consistently set <b>high expectations</b> of pupils in different training contexts</li> <li>be <b>well respected</b> by learners and effectively <b>promote</b> pupils' <b>resilience</b>, <b>confidence</b> and <b>independence</b> when tackling challenging activities. As a result of this <b>most</b> learners are <b>enthused</b> and <b>motivated</b> to participate</li> </ul>	<ul style="list-style-type: none"> <li><b>constantly</b> encourage pupils to <b>participate</b> and contribute in an atmosphere highly conducive to learning</li> <li>consistently set <b>high expectations</b> of pupils in different training contexts</li> <li>there are high levels of <b>mutual respect</b> between the trainees and pupils.</li> <li>be <b>very effective</b> in <b>promoting</b> learners' <b>resilience</b>, <b>confidence</b> and <b>independence</b> when tackling challenging activities.</li> <li>generate <b>high levels</b> of <b>enthusiasm</b>, <b>participation</b> and <b>commitment</b> to learning ensuring <b>all</b> children <b>try hard</b> and take <b>pride</b> in all of their work</li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS2: Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• understand how teachers are <b>accountable</b> for the attainment, progress and outcomes of pupils and have taken some <b>responsibility</b> for this with <b>guidance</b> from the usual class teacher or other professional</li> <li>• ensure his/her short and medium term planning and teaching demonstrate <b>some understanding of</b>, and <b>provision for</b>, pupil progression taking into account <b>prior achievement</b></li> <li>• support pupils in <b>reflecting</b> on their <b>learning</b> and identifying their progress and <b>emerging learning needs</b></li> <li>• plan lessons with suitable opportunities for <b>learners to evaluate and improve</b> their performance</li> <li>• be able to <b>explain</b> how <b>effective teaching strategies</b> are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice</li> <li>• plan teaching and learning activities which encourage <b>independent and autonomous learning</b>. As a result the <b>majority</b> of pupils make at least expected <b>progress</b></li> </ul>	<ul style="list-style-type: none"> <li>• assume <b>responsibility</b> for the attainment, progress and outcomes of the pupils he/she teaches</li> <li>• demonstrate a sound <b>understanding</b> of the need to develop pupil <b>learning over time</b></li> <li>• ensure his/her short and medium term planning <b>consistently</b> takes into account the <b>prior learning</b> of the pupils</li> <li>• <b>regularly</b> provide pupils with the opportunity to <b>reflect</b> on their own <b>learning</b> and use this, along with other forms of <b>assessment</b>, to <b>inform</b> his/her future planning and teaching</li> <li>• <b>use</b> his/her knowledge of <b>effective teaching strategies</b> to encourage <b>independent</b> learning and set appropriately <b>challenging</b> tasks which enable the learners to <b>make good progress</b>. As a result <b>almost all</b> of the pupils make at least expected progress and <b>many</b> pupils <b>exceed</b> expected <b>progress</b></li> </ul>	<ul style="list-style-type: none"> <li>• assume a <b>high level</b> of responsibility for the attainment progress and outcomes of the pupils he/she teaches</li> <li>• demonstrate <b>confident judgement</b> in planning for pupil <b>progression</b> both within <b>individual lessons</b> and <b>over time</b> and are able to articulate a clear and well-justified rationale as to how he/she is <b>building on prior achievement</b></li> <li>• actively promote <b>engaging</b> and <b>effective</b> methods that support pupils <b>improve</b> their <b>learning</b></li> <li>• set appropriately <b>challenging tasks</b>, drawing on a sound knowledge of the pupils' <b>prior attainment</b> which has been obtained through <b>systematic and accurate assessment</b></li> <li>• <b>regularly</b> create opportunities for <b>independent</b> and <b>autonomous</b> learning. As a result <b>all</b> pupils make at least <b>expected</b> progress and the <b>majority exceed</b> expected <b>progress</b></li> <li>• identify and support any pupil who is <b>falling behind</b> and <b>enable</b> almost all to <b>catch up</b></li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS3: Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> </ul>	<ul style="list-style-type: none"> <li>• have sufficiently <b>secure</b> knowledge and understanding of the relevant <b>subject/curriculum</b> areas to <b>teach effectively</b> in the age phase for which he/she is training to teach</li> <li>• know <b>how learning progresses</b> within and across the subject/curriculum age phases he/she is training to teach, in terms of the development of <b>key concepts</b> and of <b>learners' common misconceptions</b></li> <li>• be able to <b>respond appropriately</b> to <b>subject specific questions</b> which learners ask and use <b>subject specific language accurately</b> and consistently in order to help <b>learners develop</b> knowledge, understanding and skills in the subject</li> <li>• recognise the need to <b>extend</b> and <b>update</b> his/her subject and pedagogical <b>knowledge</b> as a key element of <b>professional development</b> and show the ability and readiness to do so</li> <li>• demonstrate an understanding of the need to promote <b>high standards of communication, reading and writing</b> for all learners and begin to build this into lessons</li> </ul>	<ul style="list-style-type: none"> <li>• have well <b>developed</b> knowledge and understanding of the relevant <b>subject/curriculum</b> areas he/she is training to teach and use this <b>effectively</b> to <b>maintain</b> and <b>develop</b> pupils' interest</li> <li>• make good use of his/her <b>secure</b> curriculum and pedagogical subject <b>knowledge</b> to <b>deepen</b> learners' knowledge and understanding, <b>addressing common errors and misconceptions</b> effectively in his/her teaching</li> <li>• be <b>critically aware</b> of the need to extend and <b>update</b> his/her subject, curriculum and pedagogical <b>knowledge</b> and know how to <b>employ</b> appropriate <b>professional development</b> strategies to further develop these in his/her early career</li> <li>• <b>model good</b> standards of <b>written and spoken communication in all professional activities</b> and encourage and support learners to <b>develop</b> these <b>skills</b> in his/her lessons</li> </ul>	<ul style="list-style-type: none"> <li>• draw on his/her <b>in-depth subject and curriculum</b> knowledge to <b>plan confidently for progression</b> and to <b>stimulate and capture pupils' interest</b></li> <li>• demonstrate very well-developed pedagogical subject knowledge, by <b>anticipating common errors and misconceptions</b> in his/her planning</li> <li>• be <b>astutely aware</b> of his/her own <b>development needs</b> in terms of extending and updating his/her subject, curriculum and pedagogical knowledge in his/her early career and have been <b>proactive</b> in developing these effectively during his/her training</li> <li>• <b>model very high</b> standards of <b>written and spoken communication in all professional activities</b></li> <li>• successfully <b>identify</b> and <b>exploit</b> opportunities to <b>develop learners' skills</b>, in communication, reading and writing</li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS4: Plan well- structured lessons</b></p> <ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<ul style="list-style-type: none"> <li>employ a <b>range of teaching strategies</b> and resources</li> <li>plan individual lessons that are appropriately <b>structured to support</b> pupils in <b>developing</b> their <b>knowledge, skills, understanding, interest and positive attitudes</b></li> <li>maintain the <b>pace</b> of the learning, be able to <b>respond flexibly</b> to what is happening in the classroom and have the confidence to <b>adapt</b> his/her teaching in order to respond to the <b>needs of the learners</b></li> <li>create an <b>environment</b> in which the <b>learners</b> are usually <b>engaged</b></li> <li>understand how <b>homework</b> or other <b>out of class</b> work can sustain learners' <b>progress</b> and <b>consolidate</b> learning and can design and set appropriate tasks</li> <li><b>review</b> and <b>reflect</b> on his/her own planning and teaching to prepare future activities and tasks which <b>build on</b> and <b>sustain progression</b> in pupils' learning</li> <li>work <b>collaboratively</b> with more <b>experienced colleagues</b>, where appropriate, to adapt and/or develop the school's medium term plans, schemes of work, curriculum frameworks etc.</li> </ul>	<ul style="list-style-type: none"> <li>show a willingness to <b>try out a range of approaches</b> to teaching and learning</li> <li>plan lessons that take account of the needs of <b>groups of learners</b> and <b>individuals</b>, through the setting of <b>differentiated learning outcomes</b>, carefully matching <b>teaching</b> and learning <b>activities</b> and <b>resources</b> to <b>support</b> learners in achieving these intended learning outcomes</li> <li>know how to <b>learn</b> from both <b>successful</b> and <b>less effective</b> lessons through his/her <b>systematic evaluation</b> of the effectiveness of his/her practice, including its <b>impact on learners</b></li> <li>make a <b>positive contribution</b> to the development of curriculum and resources in his/her placement settings</li> </ul>	<ul style="list-style-type: none"> <li>plan lessons that often use well-chosen <b>imaginative</b> and <b>creative</b> strategies and that <b>accurately match</b> individuals' needs and interest</li> <li>be <b>highly reflective</b> in <b>critically evaluating</b> his/her practice</li> <li>accurately judge the <b>impact</b> of his/her practice on <b>individuals</b> and <b>groups of learners</b> and can use his/her evaluation to <b>inform</b> future planning, teaching and learning</li> <li>show <b>initiative</b> in <b>contributing</b> to curriculum planning and developing and in producing effective learning resources in their placement settings</li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS5: Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	<ul style="list-style-type: none"> <li>recognise the <b>different</b> needs and strengths of <b>individuals</b> and <b>groups</b> and begin to <b>adapt</b> his/her teaching to address those needs and strengths so that learners are supported towards <b>achieving</b> their potential</li> <li>be aware of a range of factors that are <b>potential barriers</b> to achievement and understand how experienced teachers use a <b>range of strategies</b> to <b>reduce</b> these <b>barriers</b> and begin to <b>deploy</b> these strategies themselves, working alongside experienced teachers and support staff as appropriate</li> <li>show an <b>awareness</b> of how pupils and young people <b>develop</b> and take account of this in his/her teaching</li> <li>have some <b>understanding</b> of the <b>challenges</b> and <b>opportunities</b> of teaching in a <b>diverse</b> society</li> <li>have a developing understanding of the <b>needs of all</b> pupils and be able to <b>articulate</b> distinctive teaching approaches and strategies needed to <b>engage</b> and <b>support pupils</b> with <b>particular needs</b>, including EAL, SEND and those of high ability. When the opportunity has arisen they have used these successfully and are able to <b>evaluate</b> the <b>impact</b> of the adaptations employed, on the <b>progress</b> of individual <b>learners</b>.</li> </ul>	<ul style="list-style-type: none"> <li>consistently <b>adapt</b> his/her teaching to <b>meet</b> the <b>needs</b> of individuals and groups of learners to <b>support progression</b> in learning</li> <li>know how to <b>secure progress</b> for learners and how to <b>identify</b> when groups and individuals have made <b>progress</b></li> <li>have a <b>range</b> of effective <b>strategies</b> that he/she can apply to <b>reduce barriers</b> and <b>respond</b> to the <b>strengths</b> and needs of their pupils</li> <li>clearly recognise how to <b>deal with</b> any <b>potential barriers</b> to learning through his/her application of <b>well-targeted interventions</b> and the appropriate <b>deployment</b> of available support <b>staff</b></li> </ul>	<ul style="list-style-type: none"> <li>quickly and accurately discern his/her learners' strengths and needs and be <b>proactive</b> in <b>differentiating</b> and employing a range of clearly directed and <b>timely intervention</b> strategies to secure <b>progression</b> for individuals and groups</li> <li>have an astute understanding of how effective <b>different</b> teaching <b>approaches</b> are in terms of <b>impact on learning</b> and engagement of learners</li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS6: Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of formative and summative assessment to secure pupils' progress</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>have a <b>secure</b> understanding of the <b>statutory assessment</b> requirements for the subject/curriculum in the age phases he/she is preparing to teach and be able to make <b>broadly accurate</b> assessments against national <b>benchmarks</b></li> <li>ensure planning is characterised by the use of a range of <b>formative</b> and <b>summative assessment</b> strategies, designed to support pupils in <b>making progress</b></li> <li><b>deploy</b> these strategies <b>effectively</b> in lessons, both to evaluate the <b>impact</b> of teaching on the <b>progress</b> of learners and as a basis for modifying his/her teaching and classroom practice when necessary</li> <li>understand how school and pupil level <b>summative data</b> is used to <b>set targets</b> for <b>groups</b> and <b>individuals</b> and use that knowledge to <b>monitor progress</b> in the groups he/she teaches</li> <li>with guidance from experienced teachers, <b>monitor pupil progress</b> and <b>maintain accurate records setting</b> new <b>targets</b> for individuals and groups</li> <li><b>mark</b> pupils' work constructively and provide appropriate <b>oral feedback</b> to pupils to help them to <b>make progress</b></li> </ul>	<ul style="list-style-type: none"> <li>be able to <b>assess</b> pupils' attainment <b>accurately</b> against national <b>benchmarks</b></li> <li>employ a range of <b>appropriate</b> formative assessment <b>strategies</b> effectively and <b>adapt</b> his/her teaching <b>within lessons</b> in light of pupils' responses</li> <li>maintain <b>accurate records</b> of pupils' <b>progress</b> and use these to set appropriately <b>challenging targets</b></li> <li>assess learners' <b>progress regularly</b> and <b>accurately</b> and discuss assessments with them so that <b>learners know</b> how well they have done and what they need to do to improve</li> </ul>	<ul style="list-style-type: none"> <li><b>confidently</b> and <b>accurately assess</b> pupils' attainment against national <b>benchmarks</b></li> <li>use a <b>range of assessment</b> strategies very effectively in his/her <b>day to day</b> practice to <b>monitor progress</b> and to <b>inform</b> future planning</li> <li><b>systematically</b> and <b>effectively</b> check <b>learners' understanding</b> throughout lessons, <b>anticipating</b> where <b>intervention</b> may be needed and do so with <b>notable impact</b> on the quality of <b>learning</b></li> <li>assess learners' <b>progress</b> regularly and work with them to <b>accurately target</b> further <b>improvement</b> and secure <b>rapid progress</b></li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS7: Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• work within the school's <b>framework</b> for <b>behaviour</b> and apply rules and routines <b>consistently</b> and <b>fairly</b></li> <li>• have <b>high expectations</b> and are aware of the <b>range</b> of strategies that experienced teachers use to <b>promote positive behaviour</b></li> <li>• be able to apply these <b>appropriately</b>, in the <b>context</b> of the schools policy using <b>sanctions</b> and <b>rewards</b>, including praise, in order to create an <b>environment supportive of learning</b></li> <li>• understand when to <b>seek additional</b> support in addressing the needs of pupils where <b>significantly challenging</b> behaviour is demonstrated</li> <li>• recognise that planning appropriate lessons which <b>challenge</b> learners, teaching using a <b>variety</b> of strategies which address pupils' needs and employing appropriate <b>assessment</b> strategies will all contribute to <b>successful behaviour</b> management</li> <li>• show an understanding of how <b>barriers</b> to learning can <b>impact</b> on pupil <b>behaviour</b> and <b>apply strategies</b> to address these, working alongside experienced teachers and support staff as appropriate</li> <li>• understand that <b>behaviour</b> management is <b>context-dependent</b> and be able to <b>articulate</b> which <b>factors</b> may contribute to <b>significantly</b> challenging behaviour being exhibited within the class</li> </ul>	<ul style="list-style-type: none"> <li>• work within the school's <b>framework</b> for <b>behaviour</b> and apply rules and routines <b>consistently</b> and <b>fairly</b></li> <li>• have <b>consistently high expectations</b> and understand a <b>range</b> of strategies that experienced teachers use to <b>promote positive behaviour</b> and apply these <b>effectively</b>, including use of school <b>sanctions</b> and <b>rewards</b> and use of praise, in order to create an <b>environment supportive of learning</b></li> <li>• manage <b>behaviour effectively</b> so that learners demonstrate <b>positive attitudes</b> towards the teacher, their learning and each other allowing lessons to <b>flow smoothly</b> so that disruption is unusual</li> <li>• <b>actively seek</b> additional <b>support</b> in addressing the needs of pupils where <b>significantly</b> challenging behaviour is demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>rapidly adapt</b> to the different circumstances in which he/she trains, working confidently within the <b>frameworks</b> established in different settings and applying rules and routines <b>consistently</b> and <b>fairly</b></li> <li>• have <b>consistently high expectations</b> and understand a <b>range</b> of strategies that experienced teachers use to <b>promote positive behaviour</b> and apply these very <b>effectively</b>, including use of school sanctions and rewards and use of praise, in order to create an <b>environment highly supportive of learning</b></li> <li>• manage pupil <b>behaviour highly effectively</b> so that learners display <b>very high levels of engagement, courtesy, collaboration</b> and <b>cooperation</b></li> <li>• <b>actively</b> seek additional <b>support</b> in addressing the needs of pupils where <b>significantly</b> challenging behaviour is demonstrated</li> </ul>

Teachers' Standards (TS) DfE 2012	Grade 3	Grade 2	Grade 1
<p><b>TS8: Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and be <b>able to support</b> the <b>ethos</b> of the school and show an readiness to contribute to the <b>wider life</b> of the school in <b>appropriate</b> ways</li> <li>• build <b>effective professional</b> relationships with various colleagues and have the <b>skills</b> required to work <b>collaboratively</b></li> <li>• <b>communicate</b> with and <b>direct</b> any <b>support staff</b> deployed in his/her lessons to assist in supporting the <b>progress</b> and <b>achievement</b> of individuals and of groups of pupils</li> <li>• understand when to <b>ask</b> for <b>information</b> and <b>advice</b> from <b>specialist</b> staff about individual pupils with specific needs</li> <li>• <b>seek out</b> and be <b>responsive</b> to <b>advice</b> from more experienced colleagues</li> <li>• <b>evaluate</b> his/her own practice and be able to <b>identify</b> subsequent or on going <b>personal professional development</b> targets and identify <b>opportunities</b> to address and meet these targets</li> <li>• <b>recognise</b> the <b>importance</b> of <b>communicating</b> with parents and carers in supporting pupils' <b>achievement</b> and <b>monitoring</b> pupils' <b>well-being</b></li> <li>• <b>communicate effectively</b> at set points in the school year, including at parents' evenings and through <b>written reports</b> and understand the need to communicate at other points in response to individual pupils' emergent needs</li> </ul>	<ul style="list-style-type: none"> <li>• be <b>pro-active</b> in seeking out <b>opportunities</b> to contribute to the <b>wider life</b> and <b>ethos</b> of the school</li> <li>• be <b>effective</b> in building <b>good professional relationships</b> with colleagues and <b>demonstrate</b> that he/she can work well <b>collaboratively</b> when required to do so</li> <li>• take <b>responsibility</b> for <b>deploying support staff</b> in his/her lessons and for <b>seeking advice</b> from relevant professionals in relation to <b>pupils</b> with individual <b>needs</b></li> <li>• be <b>pro-active</b> in terms of his/her own <b>professional learning</b> and <b>value</b> the <b>feedback</b> he/she receives from more experienced colleagues, using it to <b>develop</b> his/her own teaching further</li> <li>• <b>communicate effectively</b>, both <b>verbally</b> and in <b>writing</b>, with parents and carers in relation to pupils' <b>achievements</b> and <b>well-being</b> and assume some responsibility for doing so in response to individual pupils' emergent needs</li> </ul>	<ul style="list-style-type: none"> <li>• be <b>pro-active</b> in seeking out <b>opportunities</b> to contribute in a <b>significant</b> way to the <b>wider life</b> and <b>ethos</b> of the school</li> <li>• build <b>strong professional relationships</b> and demonstrate that he/she are able to work <b>collaboratively</b> with colleagues on a regular basis</li> <li>• take <b>responsibility</b> for <b>deploying support staff</b> in his/her lessons and for <b>seeking advice</b> from relevant professionals in relation to <b>pupils</b> with individual <b>needs</b></li> <li>• <b>deliberately</b> seek out <b>opportunities</b> to <b>develop</b> his/her own <b>professional learning</b> and respond <b>positively</b> to all the <b>feedback</b> they receive</li> <li>• <b>communicate very effectively</b>, both <b>verbally</b> and in <b>writing</b>, with parents and carers in relation to both pupils' <b>achievements</b> and <b>well-being</b> when required to do so <b>formally</b> and be <b>proactive</b> in communicating in relation to individual pupils' emergent needs</li> </ul>

## Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers' Standards (TS) DfE 2012	Expected Standards
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"><li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li><li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li><li>• showing tolerance of and respect for the rights of others</li><li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li><li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li></ul>	<p>Trainee teachers uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"><li>• demonstrating a <b>commitment</b> to the teaching <b>profession</b> and being <b>pro-active</b> in developing <b>effective professional relationships</b> with colleagues and pupils</li><li>• demonstrating a <b>high regard</b> to the need to <b>safeguard pupils'</b> well-being, in accordance with <b>statutory</b> provisions</li><li>• understanding that by <b>law</b> schools are required to <b>teach a broad and balanced</b> curriculum</li><li>• actively <b>supporting</b> pupils to develop a <b>wider understanding</b> of social and cultural <b>diversity</b> and <b>all values</b> including British values</li><li>• promoting <b>equality</b> of opportunity and <b>diversity</b> in <b>teaching and learning</b></li></ul>
<p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p>	<ul style="list-style-type: none"><li>• demonstrate <b>high regard</b> for and take <b>responsibility</b> for the <b>implementation</b> of workplace <b>policies</b> in the different settings in which he/she has trained</li><li>• adhere to school <b>policies</b> and <b>practices</b>, including those for <b>attendance</b> and <b>punctuality</b></li></ul>
<p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>	<ul style="list-style-type: none"><li>• demonstrate an understanding of his/her <b>statutory professional responsibilities</b>, including the requirement to promote <b>equal opportunities</b></li><li>• provide appropriate <b>adjustments</b> for pupils with <b>disabilities</b> which <b>impact</b> positively on pupil <b>achievement</b>, as provided for in current <b>Equalities Legislation</b></li><li>• demonstrate a sound understanding of the <b>professional duties</b> of teachers as set out in the <b>statutory</b> School Teachers' Pay and Conditions document</li></ul>

### Profile of Expected Progress for Each Teaching Standard

Practice	Grade 3	Grade 2	Grade 1
<b>PGCE SBT1</b>	Minimum attainment	Some trainees will reach Grade 2	Exceptional trainees will reach Grade 1
<b>PGCE SBT2</b>	If a trainee is reaching Grade 3 <b>only</b> this may trigger a Notification of a Cause for Concern (see 2 below)	Minimum attainment	Majority of trainees will reach Grade 1
<b>SD Term 1</b>	Minimum attainment	Some trainees will reach Grade 2	Exceptional trainees will reach Grade 1
<b>SD Term 2</b>	If a trainee reaches Grade 3 <b>only</b> this may trigger a Notification of a Cause for Concern (see 2 below)	Minimum attainment	Some trainees will reach Grade 1
<b>SD Term 3</b>	If a trainee is reaching Grade 3 <b>only</b> this <b>may</b> trigger a Notification of a Cause for Concern (see 2 below)	Minimum attainment	Majority of trainees will reach Grade 1

#### Notification of a Cause for Concern

1. If a trainee falls into the category of a Cause for Concern, consideration needs to be given as to whether the trainee can make the **accelerated** progress necessary to ensure he/she reaches the **expected** attainment grade by the end of the assessment period. If there is doubt that the progress will be good enough to achieve the **minimum** grade by the end of the assessment period, a formal Notification of a Cause for Concern, together with a Support Plan, will be issued.

2. Not all trainees falling into the Cause for Concern category will require a formal Notification of a Cause for Concern as he/she is **on track** to make sufficient progress to achieve the **expected** grade by the end of the placement. He/she may only require a progress support plan.

#### End of Programme Expectations

At Middlesex University, we have appropriately high expectations of our trainees and our **expectation** is that the majority of trainees will achieve an overall **Grade 2** or higher by the end of his/her final SBT placement/end of programme.