

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

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

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

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

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

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

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

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

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

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 |
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| <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">• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions• showing tolerance of and respect for the rights of others• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. | <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">• demonstrating a commitment to the teaching profession and being pro-active in developing effective professional relationships with colleagues and pupils• demonstrating a high regard to the need to safeguard pupils' well-being, in accordance with statutory provisions• understanding that by law schools are required to teach a broad and balanced curriculum• actively supporting pupils to develop a wider understanding of social and cultural diversity and all values including British values• promoting equality of opportunity and diversity in teaching and learning |
| <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">• demonstrate high regard for and take responsibility for the implementation of workplace policies in the different settings in which he/she has trained• adhere to school policies and practices, including those for attendance and punctuality |
| <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">• demonstrate an understanding of his/her statutory professional responsibilities, including the requirement to promote equal opportunities• provide appropriate adjustments for pupils with disabilities which impact positively on pupil achievement, as provided for in current Equalities Legislation• demonstrate a sound understanding of the professional duties of teachers as set out in the statutory School Teachers' Pay and Conditions document |

Profile of Expected Progress for Each Teaching Standard

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