

Profile of Professional Standards for Qualified Teacher Status



Guidance notes for the completion of the Profile

The Professional Standards for achieving Qualified Teacher Status are listed in the document. As you accumulate evidence to show that you have met each of the standards they should be entered into the relevant section in the profile. This is a very important document and should be kept safely. Example below:

GROUP OF STANDARDS: RELATIONSHIPS AND TREATMENT OF PUPILS										
Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards		EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of every level of expectation assumes achievement of each prior level										
1.1		Has high expectations of all pupils, build successful relationships; and are committed to raising their educational achievement;	Forming positive relationships with children		Pupils have made progress; Positively uses pupils' mistakes and misunderstandings; Expects pupils to learn		Committed to raising pupils' achievement and; Has consistently high expectations;		Many pupils have made expected progress. High demands & expectations based on analysis of prior achievement	
			CROSS REFERENCE TO EVIDENCE e.g. A2		Enter evidence here by code (see below)		<i>e.g. O31</i>			

When sufficient and consistent evidence is present to support the achievement of the standard then the tutor or school mentor must **sign and date** every relevant section. (the lower box is for corroboration e.g. on Final Placement). Evidence can take a variety of forms and should be annotated as per the following key:-

KEY:

SF: School File; O: Observation [Stored in numerical order] PR - Professional review; A - Assessments; P- Planning; C - Courses; Q - Qualifications; D – Documentation; OE - Other Evidence

To enable this to happen it is crucial that observations are kept in numerical order, and codes issued to assignments for easy reference. Similarly files containing some of the evidence must be well labelled and ordered from the outset of the course. Please note standards have been grouped to address commonalities within the document i.e. All standards related to behaviour are grouped together.

Grouping of Standards

Many 'standards' need to be achieved to gain Qualified Teacher Status. Where commonality exists between them, groupings have been formed as listed below:

- Relationships and Equal Opportunities page 5
- Behaviour Management page 6
- Communication and Other Adult Involvement page 7 & 8
- Involvement in Life of the School page 9
- Knowledge and Understanding of the National Curriculum page 10
- Teaching and Knowledge and Understanding Foundation Stage Curriculum page 11 & 12
- Teaching and Knowledge and Understanding Key Stage 1 Core Subjects page 13
- Teaching and Knowledge and Understanding Key Stage 1 Non-Core Subjects inc **ICT & RE** page 14 & 15
- Assessment page 16
- Planning and Teaching page 17 & 18
- Resources and Organisation page 19
- Special Educational Needs page 20
- E.A.L. page 21
- Review of SP progress page 22

Version Beta 1M Foundation Stage and Key Stage 1 Profile EMAC Working Party Co-ordinated by Stephanie Robinson

Abbreviations used within the document

SEN	Special Educational Needs	PSHE	Personal, Social and Health Education
SENCo	Special Educational Needs Co-ordinator	KS	Key stage
TAs	Teaching Assistants	ELG	Early Learning Goals
OAs	Other adults	H&S	Health and safety
Sub Co's	Subject Co-ordinators	IEPs	Individual Education Plans
P.o.S	Programme of study	ICT	Information Communication Technology
NC	National Curriculum	SRE	Sex and Relationship Education
Equal opps	Equal Opportunities	CGFS	Curriculum Guidance Foundation Stage
EAL	English as an Additional Language		
LEA	Local Education Authority		

GROUP OF STANDARDS: RELATIONSHIPS AND EQUAL OPPORTUNITIES

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation requires attainment of each prior level										
1.2	[3.3.1] [3.3.6]	Treats pupils consistently, with respect and consideration, being concerned for their development as learners, and builds successful relationships.	Beginning to build professional relationships with pupils.		Responses to pupils are fair, respectful and constructive.		Relates to pupils in a purposeful, positive way. Shows awareness of different approaches various pupils take to their work.		Applies different approaches to match pupils' needs. Consistently creates very good relationships with pupils.	
1.1	3.3.1	Has high expectations of all pupils and is committed to raising their educational achievement.	Beginning to show an awareness of pupils' mistakes and progress.		Pupils have made progress. Positively uses pupils' mistakes and misunderstandings. Expects pupils to learn.		Committed to raising pupils' achievement and has consistently high expectations.		High demands & expectations are based on analysis of prior achievement. Many pupils have made expected progress.	
1.1	3.3.1] [3.3.6]	Respects pupils' social, cultural, linguistic, religious and ethnic backgrounds. Establishes a purposeful learning environment where diversity is valued and pupils feel secure & confident.	Shows some understanding of a professional working atmosphere		Creates a safe and purposeful and collaborative atmosphere.		Values the contribution of all pupils and encourages pupils to show respect for one another.		Is proactive in promoting pupils' understanding of different cultural and social backgrounds.	
3.3.14		Recognises and responds effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.	Aware of school and LEA equal opportunities policies and procedures. Recognises gender and equal opportunity issues.		Attends to equal opportunity issues.		Plans work which shows understanding of equal opportunities issues – images used, stories chosen etc.		Consistently applies understanding and knowledge through well-chosen resources.	

GROUP OF STANDARDS: BEHAVIOUR MANAGEMENT

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation requires attainment of each prior level										
1.3		Demonstrates and promotes the positive values, attitudes and behaviour that they expect from their pupils.	Working towards establishing high expectations for pupil behaviour.		Promotes positive attitudes + behaviour, through a 'can do' approach.		Enthuses and motivates pupils.		Consistently establishes high expectations for pupil behaviour and sustained work.	
2.7		Knows a range of strategies to promote good behaviour and establish a purposeful learning environment.	Uses voice effectively. Uses praise and encouragement.		Maintains a brisk pace. Responds well to off-task pupils. Makes good use of OAs.		Uses and refines strategies. Good behaviour management.		Manages behaviour of more challenging pupils appropriately.	
-3.3.9		Sets high expectations for pupils' behaviour and establishes a framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promotes self-control and independence.	Establishes a behaviour management strategy with the class, consistent with school policy.		Applies rules, rewards and consequences consistently to create a positive climate.		Shows confident presence; uses timely interventions to pre-empt misbehaviour and deals with incidents appropriately.		Consistently applies behaviour plan. Proactive management strategies.	

GROUP OF STANDARDS: COMMUNICATION AND OTHER ADULT INVOLVEMENT

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
1.6	3.1.4	Understands the contribution that support staff and other professionals make to teaching and learning.	Beginning to establish positive working relationships with OAs.		Plans for the involvement of other adults and ensures (with guidance) all adults in classroom are clear about their roles.		Records in detail OA involvement in planning and has systems in use for communicating role within lessons.		Consistently fully involves support staff and other professionals.	
1.4		Communicates sensitively and effectively with parents and carers recognising their roles in pupils learning, and their rights, responsibilities and interests in this.	Beginning to understand the place of parents and carers in partnership.		Develops positive relationships with parents and carers		Communicates sensitively with parents & carers. If possible shadows teachers during parents' meetings/ home visits/ or planning for such activities.		Contributes appropriately to draft reports. Fosters partnership with parents.	
1.6	3.1.4	Takes part in, and contributes to teaching teams, as appropriate to the school, where applicable. They plan for the deployment of OAs who support children's learning.	Begins to contribute ideas at planning meetings.		Shares and gathers resources to support Year Groups work. Joins in professional discussion in a positive manner.		Collaborates with teacher mentor, and works effectively with other colleagues.		Able sensitively to contribute to Year Group and/or whole school staff meetings with suggestions and ideas.	
3.3.13		Works collaboratively with specialist teachers and other colleagues, and with the help of an experienced teacher appropriately manages the work of TAs or other adults to enhance pupils' learning.	Beginning to establish positive working relationships with OAs.		Seeks advice from mentor appropriately and keeps mentor informed.		Seeks advice of colleagues beyond mentor. Contributes ideas within the school.		Works collaboratively with AS teachers, Subject Cos, and SENCos to enhance pupils' learning.	

GROUP OF STANDARDS: COMMUNICATION AND OTHER ADULT INVOLVEMENT cont.d

Main Professional standard	Additional or related standard	<p><u>Qualifying to teach</u> Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:</p>	<p>EXPECTATIONS FOR THE REQUIREMENT</p> <p>Working towards a satisfactory level</p>	Date and Signature	<p>EXPECTATIONS FOR THE REQUIREMENT</p> <p>Satisfactory</p>	Date and Signature	<p>HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL</p> <p>Good</p>	Date and Signature	<p>EXCEEDS REQUIREMENTS</p> <p>Very Good</p>	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
3.2.7		Able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, professionals and pupils.	Understands parents' entitlement re: statutory reports and assessments.		Supports teacher in reporting to parents orally and in written format.		Confidently able to report to other professionals re pupils' progress.		Able to draft formal reports with detail/ use of records with confidence.	

GROUP OF STANDARDS: INVOLVEMENT IN LIFE OF THE SCHOOL

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
1.5		Contributes to and shares responsibly in the corporate life of the school.	Takes limited part in the life of the school.		Carries out playground duty with a staff member. Attends assemblies + staff meetings.		Effective working relationships. Contributes to activities or preparation of resources beyond own teaching.		Takes a full part in life of the school including clubs and extra curricular activities.	
3.1.5		As relevant to age range taught is able to plan opportunities for pupils to learn in out-of-school contexts such as school visits, with the help of other staff where appropriate.	Identifies some out-of-school learning opportunities relevant to the intended learning objectives.		Understands the org/admin prep needed for such activities inc: Risk Assessments.		Successfully plans an out-of-school learning opportunity with support relevant to the intended learning objectives.		Organises an out-of-school learning opportunity including draft Risk Assessments and pre visits.	

GROUP OF STANDARDS: KNOWLEDGE AND UNDERSTANDING OF THE NATIONAL CURRICULUM

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
2.2		Knows and understands the values, aims and purposes and the general teaching requirements set out in the National Curriculum Handbook, as relevant to the age range training to teach. Familiar with programme of study for citizenship and the NC Framework for PSHE.	A) Familiar with NC and CGFS handbook.		A) Annotates plans with NC/CGFS codes appropriately.		A) Confident up to date knowledge of the purposes of the NC/CGFS reflected in clearly planned cross-curricular links.		A) Very good understanding of values and aims within NC & CGFS noted through appropriate answers to questions and input to class supported by detailed plans.	
			B) Makes limited references in planning to PHSE/PSED.		B) Integrates aspects of PSHE in teaching. Familiar with school policies related to drugs and SRE.		B) Confident knowledge of the NC framework for PSHE.		B) Able to adapt teaching strategies to support pupils' learning in PSHE.	
			A)		A)		A)		A)	
			B)		B)		B)		B)	
2.3		Is aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones that they are trained to teach.	Has a limited awareness of the KS NC requirements before and after the phase being taught including CGFS.		Shows awareness of the general expectations and teaching arrangements in adjacent phases of education.		Aware of continuity and progression in terms of curriculum and pupil adjustment between Key Stages.		Evidence shows discussion with particular reference to transition arrangements.	
2.8		Passed the QTS Skills Tests			Literacy Numeracy ICT	Date passed				

GROUP OF STANDARDS: TEACHING AND KNOWLEDGE AND UNDERSTANDING FOUNDATION STAGE CURRICULUM

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
2.1	[2.1a]	Those awarded Qualified Teacher Status must have a secure knowledge and understanding of all the subjects they are trained to teach.	A] Is aware of the ELG and CGFS and six areas of learning.		A] Communicates knowledge with some insecurities Familiar with content of the CGFS and the six areas of learning.		A] Communicates knowledge of areas of learning consistently clearly. Self evaluates. Sound understanding of the areas of learning.		A] Takes a lead in demonstrating a secure knowledge and understanding of CGFS.	
3.3.2	[3.3.2a]	Teaches the required subj. knowledge, understanding & skills relevant to the curriculum for pupils in the age range training to teach	B] Uses teacher's planning to teach		B] Demonstrates some knowledge & understanding of six areas of learning & how play supports learning. LIST EVIDENCE BELOW		B] Teaching demonstrates how the six areas of learning inter-relate.		B] Explains skills and concepts. Uses & applies knowledge of areas of learning effectively in the context of what pupils need inc play.	
		Personal, Social and Emotional Development	A]		A]		A]		A]	
		Personal, Social and Emotional Development	B]		B]		B]		B]	
		Knowledge and understanding of the world	A]		A]		A]		A]	
		Knowledge and understanding of the world	B]		B]		B]		B]	
		Creative Development	A]		A]		A]		A]	
		Creative Development	B]		B]		B]		B]	

GROUP OF STANDARDS: TEACHING AND KNOWLEDGE AND UNDERSTANDING FOUNDATION STAGE CURRICULUM

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
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Achievement of each level of expectation assumes achievement of each prior level

2.1	[2.1a]	Those awarded Qualified Teacher Status must have a secure knowledge and understanding of all the subjects they are trained to teach.	A] Communicates subject knowledge with some insecurities Familiar with content of the CGFS and the six areas of learning.		A] Identifies gaps in subject knowledge. Is aware of the ELG and CGFS and six areas of learning.		A] Communicates subject knowledge clearly. Self evaluates. Sound understanding of the areas of learning.		A] Communicates subject knowledge effectively, answers subject based questions & corrects errors. Confident & up to date in knowledge of the areas of learning.	
3.3.2	[3.3.2a]	Teaches the required knowledge, understanding & skills relevant to the curriculum for pupils in the age range training to teach	B] Uses teacher's planning to teach		B] Demonstrates some knowledge & understanding of six areas of learning & how play supports learning. LIST EVIDENCE BELOW		B] Teaching demonstrates how the six areas of learning inter-relate. Describes & communicates skills effectively.		B] Good ability to explain skills and concepts. Uses & applies knowledge of areas of learning effectively in the context of what pupils need inc play.	
		Mathematical Development	A]		A]		A]		A]	
		Mathematical Development	B]		B]		B]		B]	
		Physical Development	A]		A]		A]		A]	
		Physical Development	B]		B]		B]		B]	
		Communication Language & Literacy	A]		A]		A]		A]	
		Communication Language & Literacy	B]		B]		B]		B]	

GROUP OF STANDARDS: TEACHING AND KNOWLEDGE AND UNDERSTANDING KEY STAGE 1 CORE SUBJECTS										
Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
2.1	[2.1b]	Those awarded Qualified Teacher Status must have a secure knowledge & understanding of all the subj. they are trained to teach.	A] Communicates subject knowledge with some insecurities. Familiar with NC P.o.S. content for the subject.		A] Communicates subject knowledge clearly. Self evaluates. Sound understanding of the subj.		A] Communicates subj. knowledge effectively, answers subj. based questions & corrects errors. Confident & up to date knowledge of the subj.		A] High level of knowledge and understanding of the subject.	
3.3.2	[3.3.2b]	Teaches the required subject knowledge, understanding and skills relevant to the curriculum for pupils in the age range training to teach.	B] Demonstrates some knowledge and understanding of the subject evident in teaching. LIST EVIDENCE BELOW		B] Sound knowledge & understanding of the subject evident in teaching. Demonstrates an ability to teach the subject appropriately for KS1		B] Uses & applies knowledge of the subject effectively in the context of pupils' needs.		B] Consistently uses & applies in-depth subject knowledge accurately.	
English		English	A]		A		A]		A]	
		English	B]		B]		B]		B]	
Maths		Maths	A]		A]		A]		A]	
		Maths	B]		B]		B]		B]	
Science		Science	A]		A]		A]		A]	
		Science	B]		B]		B]		B]	

GROUP OF STANDARDS: TEACHING AND KNOWLEDGE AND UNDERSTANDING KEY STAGE 1 NON-CORE SUBJECTS inc ICT and RE

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
2.1	[2.1b]	Those awarded Qualified Teacher Status must have a secure knowledge and understanding of all the subjects they are trained to teach.	A] Identifies gaps in subject knowledge. Is aware of the NC P.o.S for the subject.		A] Communicates subject knowledge with some insecurities. Familiar with NC P.o.S. content for the subject.		A] Communicates subject knowledge clearly. Self evaluates. Sound understanding of the subject.		A] Communicates subject knowledge effectively, answers subject based questions and corrects errors. Confident and up to date in knowledge of the subject.	
3.3.2	[3.3.2b]	Teaches the required subject knowledge, understanding and skills relevant to the curriculum for pupils in the age range training to teach.	B] Uses teacher's planning to teach.		B] Demonstrates an ability to teach the subject appropriately for KS1 LIST EVIDENCE BELOW		C] Sound knowledge and understanding of the subject evident in teaching. Describes and communicates skills in the subject to pupils.		C] Good ability to explain skills and concepts. Uses and applies knowledge of the subject effectively in the context of what pupils need.	
		History or Geog	A]		A]		A]		A]	
		History or Geog	B]		B]		B]		B]	
		Art & Design or DT	A]		A]		A]		A]	
		Art & Design or DT	B]		B]		B]		B]	
		Performing Arts	A]		A]		A]		A]	
		Performing Arts	B]		B]		B]		B]	
		PE	A]		A]		A]		A]	
		PE	B]		B]		B]		B]	

GROUP OF STANDARDS: TEACHING AND KNOWLEDGE AND UNDERSTANDING KEY STAGE 1 NON-CORE SUBJECTS inc ICT and RE

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
		ICT	A]		A]		A]		A]	
		ICT	B]		B]		B]		B]	
2.5		Uses ICT effectively, both to teach the subject and to support the wider professional role.	Is aware of the value of ICT in the classroom.		Uses ICT proficiently in some of following ways: <ul style="list-style-type: none"> ▪ planning ▪ record-keeping ▪ resources for lessons 		Confident and consistent in usage of ICT across the curriculum.		Shows a confident application of a range of skills and resources – innovative.	
3.3.10		Uses ICT effectively in teaching.	Uses appropriate ICT terminology and accesses on line resources.		Uses ICT with groups, individuals and the whole class.		Consistent usage of ICT recognising and developing cross-curricular links.		Shows innovative use of ICT in all teaching and administration.	
3.3.2 + 2.1b		RE	Aware of the place of RE in the curriculum.		Aware of the agreed syllabuses.		Communicates good subject knowledge.		Communicates perceptive knowledge and understanding in a wider context.	

GROUP OF STANDARDS: ASSESSMENT

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
3.2.1		Makes appropriate use of a range of monitoring and assessment strategies and uses this information to improve their own planning and teaching.	Begins to use a range of assessment strategies from: oral; observes; marking; tests.		Able to identify pupils' individual needs from assessments with the help of a more experienced teacher.		Understands and uses a range of formative and summative strategies, accurately and consistently to identify progress.		Adept and confident in using a range of assessment strategies	
3.2.2		Monitors and assesses as they teach, giving immediate and constructive feedback. Involves pupils in reflecting on, and evaluating own performance.	Recognises some of the misconceptions made by pupils.		Clarifies misconceptions. Marks/responds to children's work constructively.		Uses targeted questions and discussion. Pupils encouraged to reflect on own performance through verbal and written feedback.		Skilfully provides well-focused feedback, setting precise and appropriate targets for improvement.	
3.2.6	3.2.7	Records pupils' progress systematically to provide evidence of the range of their work, progress and attainment over time. Uses this to help pupils review own progress and inform planning. Uses records as a basis for reporting on pupils' attainment.	Beginning to record achievements in core subjects or areas of learning clearly for some pupils. Familiarises themselves with school's pupils' records and reports.		Records achievements in core subjects or areas of learning clearly for most pupils. Uses records to draft reports with support from an experienced teacher. Attends parents evening if possible.		Methodical systems for recording and reporting. Records used to inform planning. Uses records to draft reports as per school format independently.		Record keeping is detailed, related to individuals and used to inform planning and teaching. Drafts detailed and cohesive reports.	
3.2.3		Are able to assess pupils' progress accurately using relevant docs: <i>inc: ELG Foundation stage materials</i> , NC at relevant Key Stage Requirements of awarding bodies [with guidance].	Planning and record keeping show some correspondence to NC/ELG.		Planning and record keeping corresponding to NC.ELG.		Some use of school/class pupil tracking documentation to judge starting-points and to target levels of attainment.		Confident use of school's tracking data inc Foundation Stage Profile to judge starting-points and to target levels of attainment.	

GROUP OF STANDARDS: PLANNING AND TEACHING

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
3.1.1	3.3.2a	Sets challenging teaching and learning objectives which are relevant to all pupils in their classes based on knowledge of: Pupils; Evidence of past and present achievement; Expected standards for age group; The range and content relevant to pupils and sets clear objectives.	Begins to take account of prior achievement and individual needs.		Mostly sets clear and precise objectives for <u>sequences</u> of lessons learning which pupils understand and which are well matched. Uses NC/CGFS to support plan.		Sets clear and precise learning objectives for sequences of lessons/learning. Sharing Learning objectives with pupils		Using NC/CGFS guidance and Statutory requirements, objectives are consistently very well matched to needs of <u>varying groups</u> of pupils.	
3.3.3	3.3.2a	Teaches clearly structured lessons or sequences of work which interest and motivate children: Makes LOs clear to pupils. Employs interactive teaching methods and collaborative group work. Promotes active and independent learning.	Aware of potential range of teaching strategies though not confident with all.		Begins to use a range of strategies. Sets clear tasks with learning objectives made clear to pupils		Good understanding of how to combine different strategies effectively to motivate and sustain children's interest.		Consistently uses a range of teaching strategies effectively; to promote active and independent learning.	
3.1.2	3.3.2a	Uses teaching and learning objectives to plan lessons and sequences of lessons, showing how they will assess pupils learning. Takes account of and supports varying needs so that boys and girls, from all ethnic groups can make good progress.	Lesson plans begin to show clear objectives, relevant content, time, resources and activities and organisation of groups with support. ref. EAL.		Lesson plans mostly show clear objectives, relevant content, time, resources and activities inc structured play and organisation of groups. Assessment is in place. Diversity valued.		Lesson plans consistently show clear precise objectives for sequences of lessons, which pupils understand and which are well matched.		Plans consistently show reference to a range of interests and needs of individuals.	

GROUP OF STANDARDS: PLANNING AND TEACHING cont.d

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
1.7		Able to improve own teaching, by evaluating it, learning from the effective practice of others and from evidence. Motivated to take responsibility for own learning.	Shows a growing awareness of the need to seek and act on advice. Increasing professional development.		Daily evaluations used effectively to improve teaching.		Able to think critically about the impact of their teaching on pupils' learning as shown within evaluations.		Takes initiative to pursue professional development, which impacts on teaching. A rigorous approach to evaluation.	
3.3.11		Can take responsibility for teaching a class or classes over a sustained and substantial period of time.	Recommended to take class responsibility with some support.		Recommended to take class responsibility with little support over 2 Key Stages.		Recommended as class teacher with confidence over 2 Key Stages.		Recommended with real confidence and enthusiasm to work as class teacher over 2 Key Stages.	
					FS		FS		FS	
					KS 1		KS 1		KS 1	
1.8		Is aware of and works within, the statutory frameworks relating to teachers responsibilities.	They are aware of the statutory frameworks relating to teachers responsibilities.		They are aware of/seek advice and work within, the statutory frameworks relating to teachers' responsibilities.		Takes some responsibility for checking and seeking advice on professional matters.		Always takes responsibility on matters of confidentiality and situations involving other agencies & professionals.	
3.3.12		Can provide homework and other out-of-class work which consolidates and encourages pupils to learn independently.	Is aware of school homework procedures.		Follows school Homework Policy.		Develops some ideas for homework.		Consistently applies Homework Policy. Creative opportunities developed.	

GROUP OF STANDARDS: RESOURCES AND ORGANISATION

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation assumes achievement of each prior level										
3.3.8		Organises and manages the physical teaching space, tools, materials, texts and other resources safely and effectively, with the help of support staff where necessary.	Some evidence of resources and space planned for and prepared.		Resources and displays are planned and used to promote learning. Pupils made aware of H & S issues with guidance.		Pupils are organised to work safely and independently, efficient use of space and resources.		Full developed and safely organised classroom environment. (Interactive displays).	
3.1.3		They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds with the help of support staff where appropriate.	Some knowledge of the needs of the pupils in the class inc. those with differing language and cultural backgrounds.		Resources are selected carefully taking account of multi-ethnic with support from support staff.		Takes account of pupils' interests and cultural backgrounds as evident in displays and well chosen resources.		Full account taken of pupils' backgrounds and interests in the selection of materials, resources inc. books and displays. Independently achieves this.	
3.3.7		Organises and manages Teaching and Learning time effectively.	Developing the organisation and management of resources and planning in time for lessons.		Structures lessons with appropriate pace.		Manages time well in lessons. Maintains an appropriate pace.		Pace consistently maintained. Resources and planning prepared well in advance. Organises lessons to very good effect.	

GROUP OF STANDARDS: SPECIAL EDUCATIONAL NEEDS

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
2.6		Understands responsibilities ref: the SEN code of practice, and knows how to seek advice from specialists on less common types of SEN.	Familiar with SEN Code of Practice and role of SEN Co with support from mentor		Knows where to seek advice in relation to SEN. Plans take account of pupils with SEN.		Familiar with formulation of IEPs Aware of 'Action plus'.		Contributes to the formulation of IEP targets and uses them consistently in planning for SEN.	
2.4		Understands how pupils' learning can be affected by physical, intellectual, linguistic, social, cultural and emotional development.	Shows some awareness of children's stage/pattern of development.		With guidance and support, differentiates taking account of pupils varying stages of development and cultural backgrounds		Differentiates taking account of pupils varying stages of development and cultural backgrounds.		Sets targets which challenge all pupils and extend their understanding.	
3.2.4		Identifies and supports more able pupils including those working below expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.	Some observations and records made to inform understanding of developmental stage of pupils. Seeks info from SEN Co.		Seeks guidance from SEN Co to gain insights into pupils' strengths and weaknesses. Uses a range of strategies to support and extend pupils' learning.		Planning is appropriately differentiated, a wide range of strategies used. [Some guidance acceptable].		Independently creates tasks, resources which meet the needs of gifted and talented pupils.	
3.3.4		Differentiates their teaching to meet the needs of pupils, including the more able and those with SEN. Guidance from an appropriate teacher may be possible.	Tasks for groups of pupils are differentiated with guidance. Uses records to inform planning Takes account of different pupils' needs.		Recognises needs of more able pupils and offers some challenge. Differentiates teaching including use of IEPs.		Responds to misconceptions and encourages self-correction. Targets questions at an appropriate level.		Consistently offers challenge and support for the more able and those with SEN.	

GROUP OF STANDARDS: ENGLISH AS AN ADDITIONAL LANGUAGE

Main Professional standard	Additional or related standard	Qualifying to teach Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following standards:	EXPECTATIONS FOR THE REQUIREMENT Working towards a satisfactory level	Date and Signature	EXPECTATIONS FOR THE REQUIREMENT Satisfactory	Date and Signature	HAS MET THE REQUIREMENT CONSISTENTLY and/or WELL Good	Date and Signature	EXCEEDS REQUIREMENTS Very Good	Date and Signature
Achievement of each level of expectation requires attainment of each prior level										
3.3.5		Able to support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.	Aware of EAL/EMAS service and appropriate strategies to use.		Is able to identify strategies to support EAL pupils.		Applies strategies and questions to actively involve EAL pupils.		Can confidently create and further develop ideas/strategies and create relevant resources.	
3.2.5		With the help of an experienced teacher, can identify the levels of attainment of pupils learning English as an additional language. Can begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.	Carried out some research/reading in relation to the issues. Aware of appropriate resources.		Presented a relevant assessment or works cooperatively with EAL support staff, planning differentiated tasks with guidance.		Plans and creates differentiated tasks independently for EAL pupils.		Confident in the analysis of language demands and consistently generates ideas and activities to support EAL pupils' needs.	

Review of Progress for SP

	Working toward	Satisfactory	Good	Very Good		Working toward	Satisfactory	Good	Very Good
Professional Values & Practice (S1)					Monitoring & Assessment (S3.2)				
Knowledge & Understanding (S2)					Teaching & Classroom Management (S3.3)				
Planning, expectations & targets (S3.1)									

Review comments

Targets for development

Teacher Mentor signature

Tutor signature:

Trainee signature.....

Review of Progress for SP

	Working toward	Satisfactory	Good	Very Good		Working toward	Satisfactory	Good	Very Good
Professional Values & Practice (S1)					Monitoring & Assessment (S3.2)				
Knowledge & Understanding (S2)					Teaching & Classroom Management (S3.3)				
Planning, expectations & targets (S3.1)									

Review comments

Targets for development

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