

Education is the most powerful weapon which you can use to change the world. **Nelson Mandela**

Mentor Guidance

**2022-2023**

**Mentor Guidance**

#### 2022 - 2023

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# Introduction

Welcome to Carmel Teacher Training Partnership (CTTP), the Initial Teacher Training provider at Carmel College. CTTP operates within Carmel Professional Training Centre, in partnership with schools, colleges and academies across the region. Since 2013 Carmel Teacher Training Partnership has worked alongside other Lead Schools to deliver the highest quality SCITT and School Direct Programmes.

We train both primary and secondary trainees through a very strong partnership based on high quality provision and very experienced staff.

The purpose of this booklet is to support you as you begin to mentor your trainees. This booklet will help you and your trainee get started and assist in the early stages of training, by establishing the foundations and routines required to have a successful year.

Many of you will be very experienced mentors in your own school and may also have been a mentor in the CTTP programme. We take this opportunity to thank you for the wonderful work you have done for trainees over the years and we welcome new mentors to the programme.

Trainees will spend most of their time this year within their main training school placement. With this in mind, they are working for your school as they complete their training. This will require you to support them as they work within the policies and procedures prescribed for all teachers at your school. They will be expected to become involved in all aspects of school life, curricular and extra-curricular, academic and pastoral. In order to have a successful training year, it is imperative that they become excellent all-round teachers, often going above and beyond the standards defined by the DfE.

Trainees will learn about the professional boundaries within which teachers are required to work and demonstrate how, in order to become successful teachers, they have worked within these boundaries when dealing with students, staff and parents.

In order to support the clarity of acceptable behaviour, they must work with you, their mentor, taking constructive advice positively and working to develop themselves as outstanding practitioners. They are beginning a challenging and demanding year that will launch the rest of their professional lives. As many of them go on to work in our partner schools, they are encouraged to see this training year as a year-long interview, with the children, their colleagues, you, their mentors and trainers being the interview panel. Even though they have chosen a career that requires hard work and commitment with unforeseeable obstacles along the way, we know that with your support they will find teaching to be the most rewarding profession imaginable.

Once more, thank you for everything you do for our trainees. Under your guidance they will embrace all the challenges life as a teacher can bring, fully engage in all aspects of the training, and become outstanding and inspirational professionals. Enjoy the year!

**M Shorten**

CEO of Bishop Hogarth Catholic Education Trust

# National Standards for School-based ITT Mentors

###### Preamble

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training.

Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Head teachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

The Standards below set out the minimum expectations for those working as school-based ITT mentor.

**The full Department for Education Guidance can be found at** [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/536891/Mento](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) [r\_standards\_report\_Final.pdf.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

##### The Mentor Standards

###### Standard 1 - Personal qualities

**Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training**

**The mentor should:**

* be approachable, make time for the trainee, and prioritise meetings and discussions with them;
* use a range of effective interpersonal skills to respond to the needs of the trainee;
* offer support with integrity, honesty and respect;
* use appropriate challenge to encourage the trainee to reflect on their practice; and
* support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and

assessment.

###### Standard 2 – Teaching

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

**The mentor should:**

* support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom

management strategies;

* support the trainee in developing effective approaches to planning, teaching and assessment;
* support the trainee with marking and assessment of pupil work through moderation or double marking;
* give constructive, clear and timely feedback on lesson observations;
* broker opportunities to observe best practice;
* support the trainee in accessing expert subject and pedagogical knowledge;
* resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
* enable and encourage the trainee to evaluate and improve their teaching; and
* enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

###### Standard 3 – Professionalism

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher The mentor should:**

* encourage the trainee to participate in the life of the school and understand its role within the wider community;
* support the trainee in developing the highest standards of professional and personal conduct;
* support the trainee in promoting equality and diversity;
* ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of

children; and

* support the trainee to develop skills to manage time effectively.

###### Standard 4 – Self-development and working in partnership

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

**The mentor should:**

* ensure consistency by working with other mentors and partners to moderate judgements; and
* continue to develop their own mentoring practice and subject and pedagogical expertise by accessing

###### Using the Mentor Standards

**Mentors should use the standards to:**

* understand what is expected of them and see that it is a manageable role;
* enable self-evaluation of practice and help identify areas for further improvement;
* support the delivery of the training plan; and
* induct trainees into the school and the profession.

**Aspiring mentors should use the standards to:**

* help identify and seek to develop the skills and experience needed to undertake the mentoring role effectively.

**Trainees should use the standards to:**

* understand what support they can expect from their school-based mentor; and
* develop transferable skills, for example, in lesson observation and feedback.

**ITT providers and school leaders should use the standards to:**

* raise the status and recognition of the mentoring role;
* bring consistency in mentoring within any agreement made with schools in delivering ITT;
* inform the training of mentors and monitoring of their support to trainees;
* establish rigorous mentor selection processes; and
* enhance the professional development of mentors including developing or identifying training needs.

# General Information

The intention of the training offered by CTTP is that it is of high quality, supportive and focused on the Teachers' Standards. The Individual Training Plan is designed to meet the training needs of the trainee and it is their

responsibility, as trainee teachers, to fully engage in the training and accept the support and guidance offered to them by mentors and other professionals.

Knowledge of the Teachers' Standards is crucial to their success in training. They must pay particular attention to the professional standards as their manner with both staff and pupils is critical to not just their success in training, but also to their ‘enjoyment’ of the profession. They must also engage fully with every aspect of school life in order to gain the best possible experience from their time in training.

If they have any issues of a personal / professional nature that they feel may hinder their progress they must mention it to you. If this is not possible then must direct the issue to the Professional Tutor within the school or their assigned Partnership Link Tutor. Questions about training and support can be directed to their Lead School / Cluster lead teacher. (See Section 7 on Communication and Contacts)

Dress code and school times/dates differ slightly between schools. As professionals it is important that they adhere to all ground rules to avoid any needless confrontations.

For many trainees, it is their first return to a school environment for many years. If this is the case they must be made aware of the differences rather than fall back on their memories of their own school days.

The training may be challenging for some trainees but the Teachers' Standards are rigorous and any preparation they can do before training starts, will benefit them in the long run. Encourage them to speak with you or the Professional Tutor to find out about any reading material that will give them a head start. A significant selection of material is available through the subject knowledge audits. Ensure that they are exposed to outstanding teachers and practitioners in your school.

Advice: from the very beginning of training it is easy for trainees to fall into the unhealthy trap of devoting all their time to planning/preparation/assessment and evidence building. Encourage them to make time for themselves and their family and friends.

# Core Training Requirements

* 1. Professional Tutor (PT) monitors and quality assures the trainee’s experiences and development throughout

the training year.

* 1. PT facilitates opportunities for the mentors to meet, support and observe their trainees on a weekly basis, as outlined in the School Agreement and PT/Mentor Handbooks.
  2. Mentor to meet with their trainee for a minimum of one hour per week to review progress and set weekly targets as outlined in the PT/Mentor Handbooks.
  3. Class teacher (CT) or mentor must be present in the classroom with the trainee for the first term and in second school placement for the first week as a minimum, unless salaried. CT or mentor to offer support and feedback both formally and informally.
  4. PT / Mentor Handbooks to be used by all schools. Handbooks to be returned to trainee at the end of each half term.
  5. Clear links between central and school-based training.
  6. Expected teaching commitment for each half term can be found in the PT/Mentor Handbooks.
  7. Assessment strategies to be included in all curriculum-based training.
  8. Ongoing reflections and evaluations of training and classroom practice (recorded in Reflective Journal, in lesson evaluations and post training evaluations).
  9. Academic study time to be protected.
  10. Final file submission: PT responsible to check that all documents are completed and signed off before the final PLT visit in May.

# The Roles and Responsibilities of the Mentor and Professional Tutor

###### Key areas selected from the School Agreement:

###### The Mentor responsibilities are defined as

* The provider of excellent support throughout training to the trainee.
* To have full knowledge of the Individual Training Plan.
* To meet with the trainee for at least 1 hour of formalised training; this meeting must follow a prepared plan and be recorded and monitored.
* To review trainee progress through observations, evidence files reviews and professional meetings.
* To give constructive and professional feedback to the trainee that is focused on the standards as defined by the DfE.
* To set SMART targets for the trainee aimed at meeting the standards defined by the DfE.
* To report on trainee progress to the Professional Tutor on a regular basis.
* To be the first reviewer of any trainee evidence portfolio and written assignments.
* To support the identification of needs and inform the trainee of any additional training required to meet the standards as defined by the DfE.

###### The Professional Tutor has

* The responsibility for the quality of initial teacher training within the partnership school.
* The responsibility for the induction of the trainee including professionalism and health and safety training.
* Overall responsibility for training records kept within the school
* Responsibility for report writing and submission of the reports to CTTP office on time according to the annual calendar.
* The responsibility for the identification of training needs of the trainee.
* Responsibility within the partnership school, in conjunction with the CTTP, to create an individual training plan per trainee that will support the trainee in meeting all the standards; this must include subject specific training as defined by CTTP.
* The responsibility to monitor and quality assure the Mentor training meetings, observations and feedback. This will be primarily through the following activities and any other the professional tutor deems appropriate.
  + Dual Observations of lessons
  + Observations of training meetings
  + Moderation of target setting and feedback
* The responsibility to make known all relevant school policies to the trainee. The trainee will be supported by, and held accountable in accordance with, the policies relevant to that school.

###### Key areas selected from the School Agreement: The Professional Tutor must also ensure that:

* The main partnership school is the host school of the trainee during training and as such will carry out all statutory checks before commencement of training.
* All SCITT/School Direct trainees will not be used routinely to replace qualified teachers during training; this includes PPA / Supply and cover lessons.
* The partnership school will supply CTTP with audited accounts of expenditure within the final term of training.
* The trainee timetable does not exceed 80% of an NQT allocation and time is protected on a weekly basis for all training activities.
* That all trainees will have at least the equivalent of 60 days per year (or pro rata) dedicated to training activities where the trainee is not involved in teaching.
* The partnership school releases the Professional Tutor for Steering Committee training / meetings held at Carmel College each term.
* The mentor is released for all CTTP mentor training / cluster training / update training for one day per term, including a pre training meeting in the term preceding the trainee start date.
* The partnership school will release trainees for all scheduled Carmel training days.
* The partnership school will release the trainee for the required days (minimum 20 days) for a second school placement when required.
* Every effort is made to accommodate trainees from other partnership schools on second school placements in a suitable training environment.
* All trainees will be treated fairly and equally and in accordance with School and CTTP Equal Opportunities policies.
* The partnership school supplies the CTTP with the most up to date Ofsted report and exam results broken down into subject areas.

**A partnership school that is deemed non-compliant with this agreement or provides a less than satisfactory training environment as defined in the ‘School Grading Document’ may have the trainee removed and/or no further training places allocated.**

# Attendance

The expectation of the Partnership and is that **100%** attendance in school is met by the trainee.

All trainees must adhere to the terms and conditions of a qualified teacher in their school setting. There will be times when training will be arranged off-site. This should be negotiated and coordinated through the Professional Tutor within the school. These occasions may be to allow time to study in a library, research material for assignments, or attend pre-organised training at another site.

Attendance at meetings with the Subject Mentor and Professional Tutor are vital to the training programme. Attendance at CTTP training is **expected** from all trainees. These dates are difficult to arrange and can be very expensive to organise. Alternative training will not be available for missed training and the onus will be placed on the school to provide missed training elements.

It is important to adhere to all ‘Codes of Practice’. If a trainee is unable to attend school / training day for any reason,

including illness, then notification must be made at the earliest opportunity to the professional tutor.

**NB – CTTP expects that all trainee are reported to Host school ( Mentor, PT and Class Teacher ) Lead School and CTTP. This applies to every day of the programme , irrespective as to whether they are in school or not.**

**ALL** school procedures must be followed in the case of absence from work.

A poor attendance record (<95%) can lead to a ‘cause for concern’; below 90% then ‘At Risk Procedures’ will be put

in place in order to recover the training targets. Depending on the reasons for absence, the result may lead to:

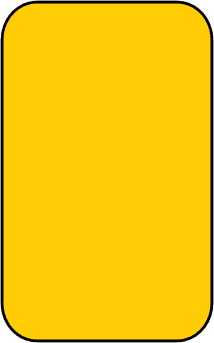
* a strict development plan with dated targets;
* the final assessment being deferred;
* the failure of the trainee.

**The CTTP programme ensures that trainees receive quality support on their journey to achieve PGCE. Your school is involved in training because you want to train high quality teachers for your school and as a result of this, schools and mentors actively share in the success of the training.**

# Communication and Contacts

Communication is key to the success of our programme and we are proud of the strong team supporting each trainee. Below are the lines of communication.

###### Who do I contact?



Virtual Support

Contact for

Confidential

Matters

Trainee

Mentor

Professional

Tutor

Lead

School

Partnership

Link Tutor

Face to face support

**Lead School:**

**Professional Tutor:**

**Mentor:**

###### CTTP Central Team

|  |  |  |  |
| --- | --- | --- | --- |
| **Monica Shepherd:**  ITT & Secondary Lead 01325 523460  [mshepherd@carmel.bhcet.org.uk](mailto:mshepherd@carmel.bhcet.org.uk) | **Iain Knox:**  Primary Lead  01325 523460  [iknox@carmel.bhcet.org.uk](mailto:iknox@carmel.bhcet.org.uk) |  |  |
| **Lily Bonas**  [lbonas@carmel.bhcet.org.uk](mailto:lbonas@carmel.bhcet.org.uk)  Administrator 01325 523474 |  |  |  |

# The First Few Weeks

The school will organise an induction period for trainees, discussing many issues and assisting in their integration within the school. This may be left primarily to the mentor.

The aim of the induction programme is to make the trainee feel welcome and familiar with the school policy and

procedures. Lack of familiarity (the ‘not knowing’) can lead to lack of confidence, insecurity and probably a bad start

to the training.

The school must first determine the trainees’ suitability to teach. This has been carried out during the interview and selection process and their completion of the online medical questionnaire.

The first few weeks is the ideal time for trainees to establish strong positive relationships with their new colleagues. It is a time to get to understand policy and procedures.

Trainees are encouraged to approach all activities with a positive focused manner and to look specifically at key aspects of lessons during observations rather than sitting and trying to observe broad unfocused targets. For example, to observe behaviour management, assessment for learning, pupil progress, and questioning or gender difference.

###### Initial Needs Analysis (INA) / Subject Audits

You must establish your trainees’ needs. These will include subject specific and generic gaps in their knowledge, skills and experiences. The ‘Subject Audit’ will identify subject knowledge strengths as well as areas to develop. The INA will include professional skills in teaching as defined by the ‘Teachers' Standards’. Your trainee will have begun this process before the summer to assist in this identification.

**Initial Needs Analysis (INA) will begin through:**

* Interviews
* Small group / one-to-one teaching
* Planning and delivering a presentation to an adult audience
* Exam papers either SAT / GCSE / A-Level

**Subject audits could be carried out such as:**

* EYFS/KS1/2/3 National Curriculum
* KS4 GCSE Curriculum
* Post 16 Subject / Exam Board Syllabi

**School Handbook may include the following:**

* Policy
* Dates and times of day
* Dress Code
* Equal Opportunities
* Race Equality
* Health and Safety
* ICT / Internet
* Behaviour policy / protocols
* Procedures
* In the case of ill health
* Attendance other than health
* Parking / phone calls / tea and coffee etc.
* Training within the school
* Dates and times
* Geography of the school (tour)
* Departmental / Subject issues
* Pre-course reading tasks: Subject and Generic
* Contact names and details for the PT / SM and Accredited Provider

This is not a comprehensive list and not all schools will use all of these methods but the more material that is collated at this stage, the more focused the training plan will be to your trainee’s individual needs. Subject specific audits can be found on CTTP webpage.

The trainees’ Reflective Journal is **compulsory.** It is to be a record of their reflective skills and ability to identify their strengths and their ability to engage in professional development.

The Reflective Journal will also help you both to track and access weekly targets set in collaboration with your trainee.

**Who will observe the trainee and how often?**

Throughout the programme, trainees may be observed by their Professional Tutor (PT), mentor, Head Teacher, subject leader and at the end of every half term, by the Partnership Link Tutor (PLT); observations take place **weekly** and some of these observations will be joint. These joint observations are used as quality assurance of observations, feedback and target setting. In order to track progression, it is important that the Professional Tutor sign off and date a standard which has been thoroughly evidenced when eventually met. This will give a clear record of progression rather than standards just being ticked off. Observations, at any stage, will include reference to any standards met.

# CTTP ITT Programme

###### ITT Core Content Framework

The quality of teaching is the single most important factor in improving outcomes for children. See section on National Priorities .

The CCF is presented around the Teachers’ Standards for clarity however, it should be noted that it is not an assessment tool. Your trainees are judged to have Qualified Teacher Status (QTS) when they have met the Teachers’ Standards. The CCF is the beginning of a 3 or more year structured package of support for teachers. The CCF defines the minimum an entitlement for all trainee teachers. The CCF is designed to develop professional practice in 5 core areas:

* 1. High Expectations and Managing Behaviour (S1 & S7)
  2. Pedagogy (S2, S4, S5)
  3. Curriculum (S3)
  4. Assessment (S6)
  5. Professional Behaviours (S8)

There are two distinct types of content ‘Learn that’ and ‘Learn how to…’. The ‘Learn that’ statements have been drawn from high-quality evidence from the UK and overseas. A comprehensive bibliography can be found in the CCF which includes high-quality evidence-based research, reviews and synthesis. Throughout your training you will be guided to read articles and the results of individual studies conducted. This will develop your professional practice and enable choosing you to choose strategies that have significant impacts for pupils. The ‘Learn how to..’ statements, will allow you to practise key skills; work alongside, and learn from, expert colleagues

Within the framework, it is highlighted that mentoring and support from expert colleagues forms a key element of this multi-year entitlement. Meaningful professional dialogue will be taking place around evidence informed practice. The rationale for focusing on the evidence is to ensure that trainees understand why they are doing what they are doing, and also to avoid the use of strategies that the evidence clearly states has little or no impact.

###### Secondary Programme Content

Central Training will introduce a range of key educational theories and strategies which trainees will then be able to put into practice in the specific context of your school and subject and to develop with you during your weekly mentor meetings.

PT/Mentor Handbooks will give you a structure to ensure that the school-based training you deliver matches the content and skills covered in central training as outlined below.

* + - **General Professional Studies**
      * 24 central-training days
      * Directed study 1 hour a week

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Area 1**  High Expectations & Managing Behaviour | **Core Area 2**  Pedagogy | **Core Area 3**  Curriculum | **Core Area 4**  Assessment | **Core Area 5**  Professional Behaviours |
| * Safeguarding Level 1 & Prevent Agenda * Behaviour Management * Voice Coaching and developing a classroom presence * Attachment Theory & PRU * Stretch & Challenge * Philosophy for Children * Social Mobility for All: Closing the Disadvantaged Gap | * Effective Lesson planning and Social mobility for all * Engaging the Learner * Educational Theory * Cognitive Load Theory * Teaching Pupils with Special Educational Needs 1 * Teaching Pupils * EAL, Diversity & Inclusion * Post 16 Training | * Maths Across the Curriculum * How children Learn to Read * Supporting Children’s Reading & professional literacy * The Wider Curiculum * Oracy | * Data and Progress * Assessment Strategies | * Welcome and Professionalism * Effective Educational Research in Teaching * Research in Action * Mental Health and Well-being * Application and Interviews * Teaching in other Establishments * Professional Skills * Career Entry Development Portfolio |

* + - **Subject Specialism Pedagogy**
      * 4 Subject-Knowledge days
      * Weekly 1-hour Mentor training
      * Self-directed study 1 hour

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Area 1**  High Expectations &  Managing Behaviour | **Core Area 2**  Pedagogy | **Core Area 3**  Curriculum | **Core Area 4**  Assessment | **Core Area 5**  Professional  Behaviours |
| * Engaging the learner | * Subject-specific pedagogy and planning * Adapting the learning to support and   challenge | * National curriculum and frameworks | * Monitoring progress and assessment in the subject | * Subject knowledge development per se |

* + - **School Experience**
      * **Autumn Term:** Main Teaching placement
      * **Spring Term 1:** Second School Placement
      * **Spring Term 2:** Main Teaching Placement
      * **Summer Term:** Main Teaching Placement

###### Primary Programme Content

Central Training will introduce a range of key educational theories and strategies which trainees will then be able to put into practice in the specific context of your school and to develop with you during your weekly mentor meetings.

PT/Mentor Handbooks will give you a structure to ensure that the school-based training you deliver matches the content and skills covered in central training as outlined below.

* + - **General Professional Studies**
      * 12 central-training days
      * Directed study 1 hour a week

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Area 1** | **Core Area 2**  Pedagogy | **Core Area 3**  Curriculum | **Core Area 4**  Assessment | **Core Area 5** |
| High Expectations &  Managing Behaviour |  |  |  | Professional  Behaviours |
| * Engaging the Learner * Behaviour Theory * Attachment Theory & alternation provision | * Educational Theory * Cognitive Load Theory * T&L strategies * Effective Lesson Planning * Teaching Pupils with Special Educational Needs * EYFS Pedagogy, Planning and Effective Practice * EAL, diversity &   Inclusion | * EYFS Curriculum * English and Systematic Synthetic Phonics * Mathematics | * EYFS Assessment | * Welcome and professionalism * Effective educational research in teaching * Interviews and Application * Career Entry Development Portfolio |

* + - **Subject Specialism Pedagogy**
* English
* Phonics
* Maths
* Science
* Computing
* History
* Geography
* Music
* PSHE
* PE
* RE
* MFL
* Art / Design and Technology
  + - * Weekly 1-hour Mentor training
      * Self-directed study 1 hour

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Area 1**  High Expectations &  Managing Behaviour | **Core Area 2**  Pedagogy | **Core Area 3**  Curriculum | **Core Area 4**  Assessment | **Core Area 5**  Professional  Behaviours |
| * Engaging the learner | * Subject-specific pedagogy and planning * Adapting the learning to support and   challenge | * National curriculum and frameworks | * Monitoring progress and assessment in the subject | * Subject knowledge development per se |

* + - **School Experience**
      * **Autumn Term:** Main Teaching placement
      * **Spring Term 1:** Second School Placement
      * **Spring Term 2:** Main Teaching Placement
      * **Summer Term:** Main Teaching Placement

# Level 7 Post-Graduate Certificate in Education (PGCE) Structure

The PGCE MA Modules will be directed by Leeds Trinity University.

###### PGCE Aims

The aim of this provision is to support your trainee in the completion of the Post Graduate Certificate in Education (60 credits) through completion of the following two modules:

* Supporting Individual Needs (30 credits)
* Planning for Progression (30 credits) The aims of the programme are to:
* Focus on the impact that your trainees have on pupil progress over time.
* Be committed to addressing national priorities which equip and support graduate professional development into the Early Career Teachers (ECTs).
* Ensure a commitment to support your trainees achieving at Level 7 (or if necessary a Level 6) qualification.
* Ensure your trainees have the academic understanding and skills to become lifelong learners so that they will be able to access further CPD / Masters provision as they progress through their career.
* Meet their needs as they prepare to work in a perpetually developing education system, which enables them to work flexibly and efficiently within policy changes.
* Ensure that they have the professional and academic skills to meet the learning needs of all children and to become reflective professional practitioners.
* Enable them to work confidently with pupils from all backgrounds and ability levels.

###### PGCE Delivery Structure

The CTTP PGCE will be delivered from Carmel College for all clusters with the initial induction will take place at Carmel on 22nd September for Secondary Trainees and 23rd September for Primary Trainees.

Two full day sessions will be delivered at for each module. You will also be able to have an online tutorial for each module:

* Tutorials for Module 1: 7/12/2022 - 9/12/2022
* Tutorials for Module 2: week commencing 20/03/2023

|  |  |
| --- | --- |
| **MA Module 1**  Supporting Individual Needs | This module will enable them to:   * Focus upon meeting the individual needs of the pupils in their classes; * Reflect upon best practice with regards to current teaching methods. |
| **MA Module 2**  Planning for Progression | This module will enable them to:   * Focus upon pupil progress over time to help develop their autonomy and independence in the classroom; * Reflect upon best practice with regards to current teaching methods. |

###### Academic Writing & Assessment Methodology

For each module, they will be expected to submit a reflective practice assignment (of 5,000 words) informed by an appendix (of 1,000 words) evidencing professional practices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment 1**  Supporting Individual  Needs | M or H level | 6,000 words (inclusive of a 1,000-word appendix) | **Submission date:**  20/12/2022 |
| **Assignment 2**  Planning for Progression | M or H Level | 6,000 words (inclusive of a 1,000-word appendix) | **Submission date:**  5/4/2023 |

# Initial Teacher Training File Organisation

## Paperwork

Trainees are expected to record training in a systematic and detailed manner. They will be timetabled to meet with you for one hour per week and your Professional Tutor / other suitable person periodically. Please note that this could be delivered by a series of meetings i.e. 3 x 20 minute sessions per week and the timetabling is at the your and your Professional Tutor’s discretion. Your trainees will keep a record of these training sessions and work with you to **adapt the initial training plan (ITP)** to suit their needs as the year progresses. The training plan should be a working document that is annotated weekly.

Whenever trainees have lessons observed they must use the CTTP lesson plan template, keep track of paperwork, follow-up targets and points for progression.

At the end of each half term of training you will write a report on your trainee’s progress. This **Trainee Progress Report (TPR)** expands as the year progresses and clearly indicates the standards they have met. This report must be submitted to Carmel at the end of each half term. The TPR is moderated by the PLT each time they visit too.

**It is the responsibility of the main school mentor to send the trainee’s progress report at Christmas, to the second**

**school and vice versa at the end of the placement.**

All TPR reports to be submitted electronically to: [mshepherd@carmel.bhcet.org.uk](mailto:mshepherd@carmel.bhcet.org.uk) (secondary) [iknox@carmel.bhcet.org.uk](mailto:iknox@carmel.bhcet.org.uk) (primary) and copy in [matterby@carmel.bhcet.org.uk.](mailto:matterby@carmel.bhcet.org.uk)

## Developmental Files

Trainees will have build up their own developmental file, digitally if they so wish, which you, your PT and their PLT will also be able to see. This will include the key documents highlighting their training plan and evidencing their ongoing progress throughout the year.

***They will be responsible for keeping this online folder up-to-date by uploading and updating all documents required (including those created and shared by you, their PT and their PLT).***

This file will include the following documents:

* + - **Initial Needs Analysis**
    - **Subject Knowledge Audit(s)**
    - **Training schedule**
    - **Reflective Journal**
    - **Ongoing Standards Evidence Document Gateway 1**
    - **Ongoing Standards Evidence Document Gateway 2**
    - **Lesson Observation Matrix A** 
      *  **Partnership Link Tutor Reports** 
        + PLT Report 1
        + PLT Report 2
        + PLT Report 3
        + PLT Report 4
        + PLT Report 5

**This file is compulsory and will be reviewed by the PLT each half term.**

Each trainee must also maintain a file system that demonstrates the wider professional role. School-based trainers and Partnership Link Tutors will support the trainee in developing and monitoring the following files. These are COMPULSORY and will be created as training develops.

## All Lesson Observations File

### (Formerly Known as File A)

All officially observed lessons throughout the year with relevant and associated documents such as lesson plans. This

will show the trainee’s progression through the year in planning and delivering lessons. The matrix at the front of this file will show a clear visual ‘picture’ of the development of meeting the standards and the frequency of

standards being met as well as the development of the actual lesson observation grades. Included in this file: lesson plans, lesson observations, lesson evaluations and resources. The Matrix will be signed off at each PLT visit by the PT and PLT.

**This file is compulsory and will be reviewed by the PLT each half term.**

**In addition to the above it is imperative that each trainee functions as an organised and efficient professional teacher.**

## Teaching File(s)

The Teaching file(s) will contain all the resources required to teach the timetable allocated. For example, mid and short-term planning for each class, lesson plans with evaluations for each lesson and resources.

The structure of the Teaching File will be determined by the context of the trainee and relate closely to their

timetable and will become an essential asset in the trainee’s future teaching.

**The trainees are expected to maintain their own pupil progress records to show they assess, monitor and record pupil attainment (Mark Book).**

## Training File(s)

The Training file will be a record of all training undertaken during the training year. It will need to include all training session materials and any training tasks completed. It will be divided into the following sections:

* + - Subject Knowledge
* Completed subject development task bank material
  + - Central Training
* All given material
* All notes and completed tasks
  + - Mentor Training
* Records of training sessions
* Completed training tasks
  + - School Continued Professional Development (CPD)
* Staff Training Sessions
* Staff Meetings

## 9.4. Final Assessment File

Trainees will be assessed continuously throughout the programme. During the year they will have 5 Partnership Link Tutor visits, who will moderate the judgements made by you and your Professional Tutor.

Their final assessment will include the submission of a portfolio of evidence demonstrating their ability to meet all

Teachers’ Standards.

#### Evidence Portfolio for Final Assessment

* Matrix File A

##### Evidence Against the Teachers’ Standards

* + **Core Area 1: High Expectations & Managing Behaviour**
    - Standard Reference Sheet TS1 + 1 piece of evidence per substandard
    - Standard Reference Sheet TS7 + 1 piece of evidence per substandard

##### Core Area 2: Pedagogy

* + - Standard Reference Sheet TS2 + 1 piece of evidence per substandard
    - Standard Reference Sheet TS4 + 1 piece of evidence per substandard
    - Standard Reference Sheet TS5 + 1 piece of evidence per substandard

##### Core Area 3: Curriculum

* + - Standard Reference Sheet TS3 + 1 piece of evidence per substandard

##### Core Area 4: Assessment

* + - Standard Reference Sheet TS6 + 1 piece of evidence per substandard

##### Core Area 5: Professional Behaviours

* + - Standard Reference Sheet TS8 + 1 piece of evidence per substandard

###### Evidence Against the Teachers’ Standards

In preparation for the final PLT visit they will select the best example of evidence they have collated for meeting the Teachers’ Standards. They can use the Gateway documents and the On-going Trainee Standards Evidence Record. A piece of evidence may only be used twice, and they will need to use a wide range of evidence from their training year. Each standard will have a Standard Evidence cover sheet, which will include their justification for choosing a piece of evidence to illustrate they have met that element of the standard. The evidence is self-generating throughout the training programme however, it is essential they maintain their ‘On-going Trainee Standards

Evidence Record’ and their Gateway documents as this will make the process of selecting their evidence so much easier.

###### External Verification

Approximately 10% of all trainees are selected to be observed by the External Verifier. If they are chosen, they will be informed and provided with a list of the necessary documentation needed. You and your Professional Tutor will organise the structure of the visit.

# CTTP and ITT Core Content Framework Priorities

###### Behaviour Management Training

Managing time in lessons, managing planning and the movement of pupils are key skills in teaching. Managing the behaviour of children through a variety of methods that are patient, positive and proactive are essential.

Understanding children, relationships and emotions are key factors to confidence in the classroom. The link below is the Beginning teacher’s behaviour toolkit: summary [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/844181/\_Tom](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/_Tom_Bennett_summary.pdf)

[\_Bennett\_summary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/844181/_Tom_Bennett_summary.pdf)

###### SEND, Disadvantage and Mental Health

In all our schools we promote equality, supporting every pupil to achieve what he/she is capable of - with particular regard to pupils with disabilities and additional educational needs. We develop trainees’ understanding of the pedagogic and social issues relating to language development, social integration and educational achievement of EAL pupils.

Knowing about the many variations of ‘Special Needs’ and how to resolve, overcome or deal with these barriers to learning is a fundamental skill in teaching. Confidence in dealing with children with SEN from low ability to Gifted and Talented is critical to becoming a good or outstanding teacher. These include the four broad areas of need:

* Communication and interaction.
* Cognition and learning.
* Social, emotional and mental health difficulties.
* Sensory and/or physical needs.

Our schools continue to provide a culture, ethos and environment that serves as a buffer to difficult circumstances for all in their community. We continue to focus on the mental well-being of trainees and their pupils: their happiness, life satisfaction and positive functioning. We have support systems in place and provide links and referrals to more specialist support for mental health and well-being in the wider community.

###### Literacy and Systematic Synthetic Phonics

It is imperative that all teachers, both primary and secondary know the systems in place for teaching reading. Primary clearly have the responsibility of teaching reading and the development of reading skills to all pupils in their care. This may be less so in the Secondary sector but access to learning can be limited if a pupil has poor reading skills even at Secondary GCSE or even A level. It is the secondary teacher’s responsibility that barriers to learning and access to assessment are dealt with. Therefore, knowing how to teach reading is crucial to knowing the best methods for developing learning resources and choosing teaching strategies to ensure pupil progress in your trainee’s subject.

###### Subject-Specific Training

Subject-Specific Knowledge and Pedagogy is key to effective teaching. Training will therefore focus on the foundational knowledge of what subjects and curricula are and the strategies to empower your trainee to develop their own subject knowledge and deepen their understanding of the curriculum.

# Appendix 1: TEACHERS’ STANDARDS 2012

*Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.*

**Part 1: Teaching**

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| **Teachers’ Standard 1: High Expectations** |
| **A teacher must:**  ***Set high expectations which inspire, motivate and challenge pupils***   * *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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different training contexts.  They are 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. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. They consistently set high expectations of pupils in different training contexts.  There are high levels of mutual respect between the trainee and pupils. They are very effective in  promoting learners’ resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning. |

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| demonstrate enthusiasm for working with children and young people and for teaching and learning. |  |  |

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| **Teachers’ Standard 2: How Pupils Learn** |
| **A teacher must:**  ***Promote good progress and outcomes by pupils***   * *be accountable for attainment, progress and outcomes of the pupils* * *plan teaching to build on pupils’ capabilities and prior knowledge* * *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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They 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.  Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are 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. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least  satisfactory progress. | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They 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 they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound  knowledge of the pupils’ prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress. |

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| **Teachers’ Standard 3: Curriculum** |
| **A teacher must:**  ***Demonstrate good subject and curriculum knowledge***   * *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*   * *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics* * *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners’ common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils’ interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners’ knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities and encourage and support learners to develop these skills in their lessons. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils’ interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit  opportunities to develop learners’ skills, in  communication, reading and writing. |

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| They 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. |  |  |
| **In relation to early reading:** all primary trainees will demonstrate sufficient knowledge and understanding of the principles and practices of teaching and assessing reading and writing, including the use of systematic synthetic phonics, to be able to apply this effectively across the specific age phases they are training to teach. **(See Systematic Synthetic Phonics in ITT: Guidance and Support Materials’ for further**  **information.)** | **In relation to early reading:** primary trainees have a very secure knowledge and understanding of systematic synthetic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach. | **In relation to early reading:** primary trainees draw on their very strong understanding of systematic synthetic phonics and its role in teaching and assessing reading and writing to teach literacy very effectively across the age phases they are training to teach. |
| **In relation to early mathematics:** all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics to be able to apply this effectively across the specific age phases they are training to teach. | **In relation to early mathematics:** primary trainees have a very secure knowledge and understanding of the principles and practices of teaching early mathematics and employ effective teaching strategies across the age-ranges they are training to teach. | **In relation to early mathematics:** primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching early mathematics to select and employ highly effective teaching strategies across the age- ranges they are training to teach. |

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| **Teachers’ Standard 4: Classroom Practice** |
| **A teacher must:**  ***Plan and teach well structured lessons***   * *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 Expected* * *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).* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They understand how homework or other out of class work can sustain learners’ progress and consolidate learning and can design and set appropriate tasks. They review and reflect on their own planning and teaching to prepare future activities and tasks which build on and sustain progression in pupils’ learning. They 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. | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They show a willingness to try out a range of approaches to teaching and learning. They 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. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They plan lessons that often use well chosen imaginative and creative strategies and that match individuals’ needs and interests. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing  effective learning resources in their placement settings. |

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| **Teachers’ Standard 5: Adaptive Teaching** |
| **A teacher must:**  ***Adapt teaching to respond to the strengths and needs of all pupils***   * *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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are 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. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They show awareness of how children and young people develop and take account of this in their teaching. They have some understanding of the challenges and opportunities of teaching in a diverse society. They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL  and SEND. When the opportunity has arisen they have | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They quickly and accurately discern their learners’ strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. They have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners. |

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| used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners. |  |  |

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| **Teachers’ Standard 6: Assessment** |
| **A teacher must:**  ***Make accurate and productive use of assessment***   * *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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They have a secure understanding of the statutory assessment requirements for the subject / curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. They understand how school and pupil level summative data is used to set targets for groups and individuals and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records setting new targets for  individuals and groups. They mark pupils’ work  constructively and provide appropriate oral feedback to pupils to help them to make progress. | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They are able to assess pupils’ attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils’ responses. They maintain accurate  records of pupils’ progress and use these to set  appropriately challenging targets. They 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 | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They can confidently and accurately assess pupils’ attainment against national benchmarks. They use a range of assessment strategies very effectively in their day to day practice to monitor progress and to inform future planning.  They 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. They assess learners’ progress regularly and work with them to accurately target further improvement and secure rapid progress |

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| **Teachers’ Standard 7: Managing Behaviour** |
| **A teacher must:**  ***Manage behaviour effectively to ensure a good and safe learning environment***   * *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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They work within the school’s framework for behaviour and can apply rules and routines  consistently and fairly. They have high expectations and are aware of the range of strategies that  experienced teachers use to promote positive  behaviour. They are 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. They understand when to seek additional support in addressing the needs of pupils where significantly challenging  behaviour is demonstrated. They 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. They show understanding of how  barriers to learning can impact on pupil behaviour and have begun to apply strategies to address these,  working alongside experienced teachers and support | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They work within the school’s framework for behaviour and apply rules and routines consistently and fairly.  They consistently have 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. They 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. They actively seek additional support in addressing the needs of pupils where  significantly challenging behaviour is demonstrated. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have 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. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. They actively seek  additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. |

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| staff as appropriate. They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more  challenging behaviour being exhibited within their  classes. |  |  |

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| **Teachers’ Standard 8: Professional Behaviours** |
| **A teacher must:**  ***Fulfil wider professional responsibilities***  *-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.* |

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| **All trainees to be awarded QTS will have demonstrated as a minimum that:**  They understand and are able to support the ethos of the school and show an inclination to contribute to  the wider life of the school in appropriate ways. They can build effective professional relationships with  various colleagues and have the skills required to work collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of  individuals and of groups of pupils. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own  practice they are able to identify subsequent or ongoing personal professional development targets  and identify opportunities to address and meet these targets. They recognise the importance of  communicating with parents and carers in supporting pupils’ achievement and monitoring pupils’ well-being. | **Trainees achieving the standards at a good level may demonstrate these characteristics:**  They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school.  They are effective in building good professional  relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.  They take responsibility for deploying support staff in their lessons and for seeking advice from relevant  professionals in relation to pupils with individual needs.  They are pro-active in terms of their own professional  learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in  relation to pupils’ achievements and well-being. They assume some responsibility for doing so in response to individual pupils’ emergent needs. | **Trainees achieving the standards at a high level may demonstrate these characteristics:**  They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to  work collaboratively with colleagues on a regular basis.  They take responsibility for deploying support staff in their lessons and for seeking advice from relevant  professionals in relation to pupils with individual needs.  They deliberately seek out opportunities to develop  their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils’ achievements and well-being, both when required to do so formally and are proactive in communicating in relation to  individual pupils’ emergent needs. |

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| They communicate effectively at set points in the school year, including at parents’ evenings and  through written reports. They understand the need to communicate at other points in response to individual pupils’ emergent needs. |  |  |

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| **Part 2: Personal and Professional Conduct** |
| **Teachers’ Standards:**  ***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 uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*   * *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.*   *Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of attendance and punctuality.*  *Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.* |

**By the end of the programme, all those trainees recommended for the award of QTS will have demonstrated that:**

They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the

need to safeguard pupils’ well-being, in accordance with statutory provisions. They understand that by law all schools are required to teach a broad and balanced

curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity.

They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in the different settings in which they have trained. They adhere to school policies and practices, including those for attendance and punctuality.

They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities Legislation. They are aware of the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions document.

# Appendix 2: ITT Core Content Framework

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| **High Expectations (Standard 1 – ‘Set high expectations’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. | **Communicate a belief in the academic potential of all pupils, by:**   * Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using intentional and consistent language that promotes challenge and aspiration. * Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. * Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.   **Demonstrate consistently high behavioural expectations, by:**   * Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that 10 supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level   and concentration).   * Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as   appropriate.   * Acknowledging and praising pupil effort and emphasising progress being made. |

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| **How Pupils Learn (Standard 2 – ‘Promote good progress’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Learning involves a lasting change in pupils’ capabilities or   understanding.   1. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 2. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 3. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 4. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 5. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 6. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 7. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. | **Avoid overloading working memory, by:**   * Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce. * Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on   the specific steps).  **Build on pupils’ prior knowledge, by:**   * Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure   foundational knowledge before encountering more complex content.   * Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed. * Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what   is already known).  **Increase likelihood of material being retained, by:**   * Observing how expert colleagues plan regular review and practice of key ideas and concepts over time   (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.   * Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Balancing exposition, repetition, practice and retrieval of critical knowledge and skills. * Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing   scaffolding, lengthening spacing or introducing interacting elements). |

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| 9. Worked examples that take pupils through each step of a  new process are also likely to support pupils to learn. |  |

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| **Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum**  **knowledge’)** | |
| **Learn that…** | **Learn how to…** |
| 1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about. 7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or   “schemata”); carefully sequencing teaching to facilitate this  process is important. | **Deliver a carefully sequenced and coherent curriculum, by:**   * Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills   and principles of the subject.   * Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and   deconstructing this approach.   * Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** * Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject. * Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations,   examples, explanations and demonstrations.   * Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content). * Being aware of common misconceptions and discussing with expert colleagues how to help pupils master   important concepts.  **Support pupils to build increasingly complex mental models, by:**   * Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and   teach key concepts through a range of examples.   * Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.   And - following expert input - by taking opportunities to practise, receive feedback and improve at:   * Drawing explicit links between new content and the core concepts and principles in the subject.   **Develop fluency, by:**   * Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key   knowledge and deconstructing this approach.  And - following expert input - by taking opportunities to practise, receive feedback and improve at: |

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| 1. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context. 2. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode. 3. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | * Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency   with times tables).  **Help pupils apply knowledge and skills to other contexts, by:**   * Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach. **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** * Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.   **Develop pupils’ literacy, by:**   * Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach. * Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly. * Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking   questions, making predictions, and summarising when reading.   * Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a   range of whole class reading approaches and regularly reading high-quality texts to children).   * Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught. * Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making   use of relevant technical vocabulary). |

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| **Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Effective teaching can transform pupils’ knowledge,   capabilities and beliefs about learning.   1. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 2. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 3. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 4. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 5. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems. 6. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. 7. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with   appropriate guidance and support, increases success. | **Plan effective lessons, by:**   * Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a   domain.   * Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. * Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught   material.   * Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.   **Make good use of expositions, by:**   * Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g.   making use of analogies, metaphors, examples and non-examples).  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Starting expositions at the point of current pupil understanding. * Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.   **Model effectively, by:**   * Discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories). **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** * Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils’ attention to links with prior knowledge). * Exposing potential pitfalls and explaining how to avoid them.   **Stimulate pupil thinking and check for understanding, by:** |

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| 1. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice. 2. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation. 3. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than   the amount set. | * Discussing and analysing with expert colleagues how to consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped). * Receiving clear, consistent and effective mentoring in how to provide scaffolds for pupil talk to increase the focus and rigour of dialogue.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Planning activities around what you want pupils to think hard about. * Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by   modelling new vocabulary or asking pupils to justify answers).   * Providing appropriate wait time between question and response where more developed responses are required. |

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| **Adaptive Teaching (Standard 5 – ‘Adapt teaching’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed. 2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. 3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils. 5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils. 6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. 7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand   barriers and identify effective strategies is essential. | **Develop an understanding of different pupil needs, by:**   * Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Identifying pupils who need new content further broken down. * Making use of formative assessment. * Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead (DSL) under supervision of expert colleagues.   **Provide opportunity for all pupils to experience success, by:**   * Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach. * Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making effective use of teaching assistants and other adults in the classroom under supervision of expert   colleagues.  **Meet individual needs without creating unnecessary workload, by:**   * Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Making use of well-designed resources (e.g. textbooks). * Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge * Building in additional practice or removing unnecessary expositions. * Reframing questions to provide greater scaffolding or greater stretch.   **Group pupils effectively, by:** |

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|  | * Discussing and analysing with expert colleagues how the placement school changes groups regularly,   avoiding the perception that groups are fixed.   * Discussing and analysing with expert colleagues how the placement school ensures that any groups based on attainment are subject specific.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. |

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| **Assessment (Standard 6 – ‘Make accurate and productive use of assessment’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs. 2. Good assessment helps teachers avoid being over- influenced by potentially misleading factors, such as how busy pupils appear. 3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use. 4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect. 5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve. 6. Over time, feedback should support pupils to monitor and regulate their own learning. 7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload. | **Avoid common assessment pitfalls, by:**   * Discussing and analysing with expert colleagues how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). * Discussing and analysing with expert colleagues how to choose, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues (e.g. appreciating that assessments draw inferences about learning from performance).   **Check prior knowledge and understanding during lessons, by:**   * Receiving clear, consistent and effective mentoring in how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple- choice questions).   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using assessments to check for prior knowledge and pre-existing misconceptions. * Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding. * Monitoring pupil work during lessons, including checking for misconceptions.   **Provide high-quality feedback, by:**   * Discussing and analysing with expert colleagues how pupils’ responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child). * Receiving clear, consistent and effective mentoring in how to scaffold self-assessment by sharing model work with pupils, highlighting key details. * Discussing and analysing with expert colleagues how to ensure feedback is specific and helpful when using   peer- or selfassessment.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Focusing on specific actions for pupils and providing time for pupils to respond to feedback. |

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|  | **Make marking manageable and effective, by:**   * Receiving clear, consistent and effective mentoring in how to record data only when it is useful for   improving pupil outcomes.   * Discussing and analysing with expert colleagues to develop an understanding that written marking is only   one form of feedback.   * Discussing and analysing with expert colleagues how to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or wellsupported peer- and self-assessment) and deconstructing this approach.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Using verbal feedback during lessons in place of written feedback after lessons where possible. * Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback). * Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when   marking. |

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| **Managing Behaviour (Standard 7 – ‘Manage behaviour effectively’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one’s emotions affects pupils’   ability to learn, success in school and future lives.   1. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 2. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 3. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 4. Pupils’ investment in learning is also driven by their prior   experiences and perceptions of success and failure. | **Develop a positive, predictable and safe environment for pupils, by:**   * Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying   that threatens emotional safety.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Establishing a supportive and inclusive environment with a predictable system of reward and sanction in   the classroom.   * Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). * Giving manageable, specific and sequential instructions. * Checking pupils’ understanding of instructions before a task begins. * Using consistent language and non-verbal signals for common classroom directions. * Using early and least-intrusive interventions as an initial response to low level disruption.   **Establish effective routines and expectations, by:**   * Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). * Reinforcing established school and classroom routines   **Build trusting relationships, by:**   * Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Responding consistently to pupil behaviour. * Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and   mentors both in formal and informal settings. |

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|  | **Motivate pupils, by:**   * Observing how expert colleagues support pupils to master challenging content, which builds towards long- term goals and deconstructing this approach. * Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long term goals and helping them to see how these are related to their success in school. * Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic   motivation to being motivated to work intrinsically. |

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| **Professional Behaviours (Standard 8 – ‘Fulfil wider professional responsibilities’)** | |
| **Learn that…** | **Learn how to…** |
| 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils’ motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high-quality professional development can help teachers improve. | **Develop as a professional, by:**   * Receiving clear, consistent and effective mentoring in how to engage in professional development with   clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.   * Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers’   Standards.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Strengthening pedagogical and subject knowledge by participating in wider networks. * Learning to extend subject and pedagogic knowledge as part of the lesson preparation process. * Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting   working environment.   * Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further   improvement.   * Engaging critically with research and using evidence to critique practice.   **Build effective working relationships, by:**   * Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team. * Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents’ evenings to engage parents and carers in their children’s schooling and deconstructing this approach. * Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching. * Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching   assistants ahead of lessons.   * Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.   **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Contributing positively to the wider school culture and developing a feeling of shared responsibility for   improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral  responsibilities, such as careers advice). |

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|  | * Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of   behaviour, disclosures and incidents to report.   * Preparing teaching assistants for lessons under supervision of expert colleagues.   **Manage workload and wellbeing, by:**   * Observing how expert colleagues use and personalise systems and routines to support efficient time and   task management and deconstructing this approach.   * Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with   misbehaviour).   * Protecting time for rest and recovery and being aware of the sources of support available to support good   mental wellbeing.  **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**   * Collaborating with colleagues to share the load of planning and preparation and making use of shared   resources (e.g. textbooks). |