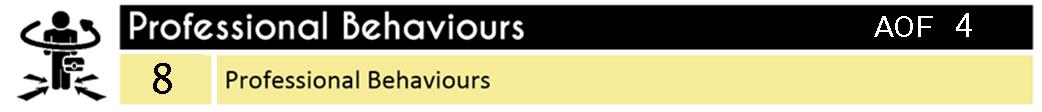
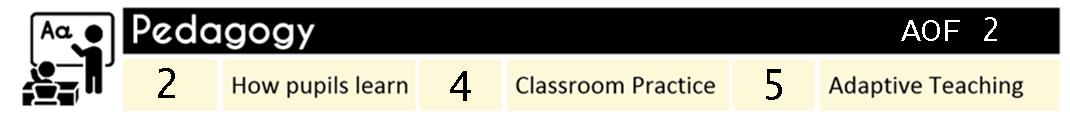


**Areas of Focus guidance document**

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| **AOF 1** |

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| **High High Expectations** | | | |
| **Within** | **Meeting** | **Exceeding** | |
| **They are able to** encourage students to participate and contribute in **an atmosphere conducive to learning** | **They are reliable** in encouraging students to participate and contribute in **an atmosphere conducive to learning** | **They constantly** encourage students to participate and contribute **in an atmosphere** **highly conducive to learning.** | |
| **They have set** appropriately **high expectations** | **They consistently set** **high expectations** of students in their different training contexts. | **They consistently set** **high expectations** of students in their different training contexts. | |
| **They are able to develop a rapport** with a range of individuals and groups. As a consequence of this **most** students are **engaged in their learning.** | **They are well respected by learners** and **effectively** promote students’ **resilience, confidence and independence when tackling challenging activities**. As a result of this **most** learners are **enthused and motivated** to participate. | **There are** **high levels** of **mutual respect** between the trainee and students.  **They are very effective** in promoting **learners’ resilience, confidence and independence when tackling challenging activities.** | |
| They demonstrate enthusiasm for working with children and young people and for teaching and learning | | They generate **high levels** of **enthusiasm, participation and commitment to learning.** | |
| They consistently demonstrate professional behaviour, respect for students, colleagues, parents and carers and support the ethos of the school. | | | |
| **Managing Behaviour** | | | |
| **Within** | **Meeting** | | **Exceeding** |
| **They work within the school’s framework** for behaviour and can **apply rules and routines** consistently and fairly. They show **understanding** of how **barriers to learning** can impact on student behaviour and have **begun to apply strategies** to address these, **working alongside experienced teachers and support staff as appropriate.** | **They work within the school’s framework** for behaviour and **apply rules and routines** consistently and fairly. | | **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 have high expectations** and are **aware o**f 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 **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 **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 **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. | **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 manage student behaviour with ease** so that learners **display very high levels of engagement**, **courtesy, collaboration and cooperation** |
| **They understand** when to **seek additional support** in addressing the needs of students where significantly challenging behaviour is demonstrated. | **They actively seek** **additional support** in addressing the needs of students where significantly challenging behaviour is demonstrated. | | **They actively** **seek additional support** in addressing the needs of students where significantly challenging behaviour is demonstrated. |
| They recognise that **planning appropriate lessons** which **challenge** learners**, teaching using a variety of strategies** which address **students’ needs** and employing appropriate **assessment** strategies will all contribute to successful behaviour management. | | | |

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| **AOF 2** |

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| **How pupils learn** | | |
| **Within** | **Meeting** | **Exceeding** |
| **They understand** how teachers are **accountable** for the **attainment, progress and outcomes of students** and have taken **some responsibility** for this **with guidance** | **They assume responsibility** for the **attainment, progress and outcomes** of the students they teach. | They assume **a high level** of **responsibility** for the **attainment progress and outcomes** of the students they teach. |
| Their **short and medium term planning and teaching demonstrate some understanding** of, and provision for, **student progression** taking into account **prior achievement**. | Their **short and medium term planning** **consistently takes into account** the **prior learning** of the students.  They demonstrate a **sound understanding** of the need to develop **student learning** over time. | They demonstrate **confident judgement** in **planning for student 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**.  In planning for **student 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 support** students in **reflecting on their learning** and **identifying** their **progress and emerging learning needs.** | **They regularly provide students 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 actively promote engaging and effective methods** that support students in **reflecting on their 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.** | **They regularly create opportunities for** **independent and autonomous learning.** |
| **They set appropriately challenging tasks** which enable the learners to make progress | They are able to set appropriately **challenging tasks,** **drawing on a sound knowledge of the students’ prior attainment which has been obtained through systematic and accurate assessment** |
| They are able to explain how effective teaching strategies are informed by an understanding of **how students learn** and offer a rationale for choices made in the context of practice | | |
| As a consequence **all groups of students** make at **least satisfactory progress.** | As a result **the majority of students** make **good progress**. | As a result the **majority of students** make **very good progress.** |
| **Classroom Practice** | | |
| **Within** | **Meeting** | **Exceeding** |
| **They employ a range** of **teaching strategies and resources.** | **They show a willingness to try out** a **range of approaches to teaching and learning.** | They plan lessons that often use **well-chosen imaginative and creative strategies and** |
| **They plan individual lessons** that are **appropriately structured to support students in developing their knowledge, skills, understanding, interest and positive attitudes** | **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.** | that **match individuals’ needs and interests** 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 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 students’ learning. | **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 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 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.** | **They make a positive contribution** to the **development of curriculum and resources** in their placement settings. | **They show initiative in contributing** to **curriculum planning and developing** and **producing effective learning resources in their placement settings** |
| **Adaptive Teaching** | | |
| **Within** | **Meeting** | **Exceeding** |
| **They know** the students 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 | **They consistently adapt** their teaching to meet the **needs of individual and groups** of learners to support **progression** in learning. | **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. |
| learners **are supported towards** achieving **their potential**. | **They know how to secure** **progress** for learners and how to identify when **groups and individuals have made progress and** | **They know how to** secure **progress** for learners and how to identify when **groups and individuals have made progress and** |
| **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 have a **range of effective strategies** that they can apply to reduce **barriers** and respond to the strengths and needs of their students. | employing a **range of effective intervention strategies** to secure **progression** for individuals and groups. |
| **They begin to deploy** these **strategies** themselves, **working alongside experienced teachers and support staff as appropriate** | **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.** | **They have an astute understanding** of how effective different **teaching approaches** are in terms of **impact on learning** and **engagement** of learners. |
| They have a developing understanding of the **needs of all students** and are able to articulate **distinctive teaching approaches and strategies** needed to engage and support students **with particular needs, including EAL and SEND**. When the opportunity has arisen they have used these successfully and are able to **evaluate the impact of the adaptations employed, on the progress of individual learners.** | | |

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| **AOF3** |

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| **Curriculum** | | |
| **Within** | **Meeting** | **Exceeding** |
| They have **sufficiently secure** **knowledge and understanding of the relevant subject / curriculum** areas to teach effectively | 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 students’ interest. | They draw on their **in-depth subject and curriculum knowledge** to **plan confidently** for **progression** and to **stimulate and capture students’ interest.** |
| **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 make good use of** their secure **curriculum and pedagogical subject knowledge** **to deepen learners’ knowledge and understanding,** addressing **common errors and misconception**s **effectively in their teaching.** | They demonstrate **very well-developed pedagogical subject knowledge**, by **anticipating common errors and misconceptions** **in their planning.** |
| 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.** | **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 are astutely aware of t**heir 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 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.** | **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.** | **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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| **AOF 4** |

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| **Professional Behaviours** | | | | |
| **Within** | **Meeting** | | | **Exceeding** |
| **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 are pro-active** in seeking out opportunities to **contribute to the wider life and ethos of the school.** | **They are pro-active** in seeking out opportunities to **contribute in a significant way to the wider life and ethos of the school.** | |
| **They can build effective** **professional relationships with various colleagues** and **have the skills required** to **work collaboratively.** | | They **are effective in building good professional relationships** with colleagues and demonstrate that they can **work well collaboratively when required to do so.** | They **build strong professional relationships** and demonstrate that they are able to **work collaboratively with colleagues on a regular basis.** | |
| **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 students. **They understand when to ask for information and advice** from **specialist staff** about **individual students with specific needs. They seek out and are responsive** to **advice from more experienced colleagues.** | | **They take responsibility** for **deploying support staff** in their lessons and for **seeking advice from relevant professionals** in relation to students with **individual needs.** | **They take responsibility** for **deploying support staff** in their lessons and for **seeking advice from relevant professionals** in relation to students with **individual needs**. | |
| 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 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 deliberately seek out opportunities** to develop their own **professional learning** and respond positively to all the feedback they receive. | |
| **They recognise the importance** of **communicating** with **parents and carers** in supporting students’ achievement and monitoring students’ well-being. They communicate effectively at set points in the school year, **including at parents’ evenings and through written reports** | | They **communicate effectively**, both verbally and in writing, with **parents and carers** in relation to students’ achievements and well-being | They **communicate very effectively,** both verbally and in writing, with **parents and carers** in relation to students’ achievements and well-being…. | |
| **They understand the need to communicate** at other points in response to individual students’ **emergent needs.** | | They **assume some responsibility** for doing so in response to individual students’ **emergent needs.** | … both when required to do so formally and **are proactive in** communicating in relation to individual **students’ emergent needs**. | |

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| **AOF 5** |

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| **Assessment** | | |
| **Within** | **Meeting** | **Exceeding** |
| **They have a secure understanding of the statutory assessment requirements** for the subject/curriculum and are **able to make broadly accurate assessments against national benchmarks** | They are **able to assess students’ attainment** accurately against national benchmarks. | They can **confidently and accurately assess students’ attainment** against national benchmarks |
| Their **planning** is characterised by the **use of a range of formative and summative assessment strategies,** designed to support students in making progress. | They **employ a range of appropriate formative assessment strategies effectively** and | They use a **range of assessment strategies very effectively** in their day to day practice to **monitor progress** and to **inform future planning.** |
| 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. | can **adapt their teaching** within lessons in light of students’ responses. | 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 **understand how school and student level summative data is used** to **set targets for groups and individuals** and they **use that knowledge** to **monitor progress i**n the groups they teach. **With guidance from experienced teachers,** they **monitor student progress** and **maintain accurate records** **setting new targets for individuals and groups.** | They maintain **accurate records** of students’ progress and use these to set appropriately **challenging targets**. | They maintain **accurate records** of students’ progress and use these to set appropriately **challenging targets.** |
| **They mark students’ work constructively and provide appropriate oral feedback** to students **to help them to make** **progress.** | 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** | **They assess learners’ progress** regularly and **work with them to accurately target** further improvement and **secure rapid progress** |

**Professional Behaviours Part 2**

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| **NOT MET** | **MET** | | |
|  | They demonstrate **consistently high standards** of **personal and professional conduct**.  They uphold **public trust** in the profession and maintain **high standards** of **ethics** **and behaviour**, within and outside school, by:  - treating students 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 students’ 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 students’ vulnerability or might lead them to break the law. | They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and students. They have regard to the need to safeguard students’ well-being, in accordance with statutory provisions. They understand that by law that schools are required to teach a broad and balanced curriculum and they are beginning to develop learners’ wider understanding of social and cultural diversity. | **Evidence shows that the trainee is able to…**   * Demonstrate high levels of commitment * Explain safeguarding policies and practices * Explain the curriculum requirements * Explain the role of teaching in the social and cultural diversity |
| They 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**. | 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. | **Evidence shows that the trainee is able to…**   * Follow school policies for staff and students including staff attendance and punctuality to school and to lessons |
| They have an **understanding** of, and always act within, the **statutory frameworks** which set out their **professional duties and responsibilities**. | They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for students 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. | **Evidence shows that the trainee is able to…**   * Explain their responsibility for the promotion of equal opportunities * Explain their duties in the STPC |