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Wooff, David (2014) Edge Hill University Professional Practice Handbook (AY2014.15). Manual. Faculty of Education, Edge Hill University, Lancashire.

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**BA (Hons) / BSc (Hons)**

**Secondary Education with QTS\***

**Level 5**

**Edge Hill University Professional Practice Handbook.**

**SUG2000 Professional Practice 1b**

**2014/15**

The award of QTS is a recommendation only

Partnership Website:

<http://www.edgehill.ac.uk/educationpartnership/secondary-education>

Trainee Professional Practice Evaluation:

<https://edgehill.onlinesurveys.ac.uk/end-of-professional-practice-sug1000>

Edge Hill University Partnership Trainer Professional Practice Evaluation:

<https://edgehill.onlinesurveys.ac.uk/school-based-trainer-evaluation-sug1000>

Both surveys are open from the 05<sup>th</sup> June - 10 July 2015

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## **An Edge Hill University Trainee Secondary QTS**

*An Edge Hill University Secondary ITT Partnership programme supports each trainee in developing as a professional practitioner who displays resilience, honesty and integrity; is respectful of others; is adaptable and flexible; communicates effectively with a range of audiences; acts independently and demonstrates self-organisation. Each individual is trained by expert practitioners from across the EHU Partnership to enable them to become inspirational, reflective teachers who engage with learners in innovative and creative ways, and who ensure all learners make outstanding progress. Their potential to become outstanding leaders will be clear, they will be a highly valued and effective team player who seeks opportunities to contribute to every aspect of a school's life with an enthusiastic 'can do' approach. They will be a significant asset to their school at the start of their first teaching post.*

We aim to make all our services accessible to every trainee. If you need us to present our training, resources or information in a different format, or need any other modifications, please contact your Course or Programme Leader.

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### CHECKLIST

DOCUMENTATION	WHO IS RESPONSIBLE?	NOTES	DEADLINE / FREQUENCY
Practice Handbook	EHUPT Trainee Visiting Tutor	To retain copy and utilise for all Trainees	
Practice Timetable	Trainee EHUPT PM	Trainee use form to record timetable. Trainee must ensure that Course Leader receives two copies as soon as timetable is in place.	Beginning of Practice
Induction to department	EHUPT		
Lesson Observation Record & Continuation Sheets	EHUPT and other colleagues	EHUPT and other colleagues use the form to record observations and discussions with trainee. <b>One copy for EHUPT to retain, one copy for trainee and one copy for Course Leader.</b>	At least once a week throughout Practice
Record of Professional Mentor Sessions	Trainee	Trainee completes; PM signs and adds relevant comments. Trainee to provide a copy for PM and retain one.	Weekly throughout Practice
Record of Partnership Trainer Meetings	Trainee	Trainee completes with EHUPT as part of weekly Partnership Trainers; EHUPT signs and adds relevant comments. Trainee to provide a copy for EHUPT and retain one.	Weekly throughout Practice
Interim Assessment Form	EHUPT	Mid-point of the Professional Practice Phase- Completed by EHUPT/ Subject Tutor in conjunction with trainee. A copy to be retained by EHUPT, a copy for trainee and a copy to be sent to Course Leader.	Mid-point of Professional Practice  <b>(22<sup>nd</sup> May 2015)</b>
End of Professional Practice Report Form	PM, EHUPT and trainee	PM, EHUPT and trainee liaise to complete this. School retains a copy, trainee retains a copy and hands 2 copies to Edge Hill Tutor. One copy must be lodged with the ITT Office within 5 working days of the end of Practice.	End of Professional Practice
Trainee Evaluation Sheet	Trainee	Trainee completes this Online or hard copy, and hands to Edge Hill Tutor.	End of Practice
Partnership Trainer Evaluation Sheet	EHUPT	EHUPT completes this Online or hard copy, and hands to trainee. Trainee hands it to Edge Hill Tutor.	End of Practice

## SECTION ONE: CONTACT LIST

Name	Responsibility	Tel.	e-mail
Dr Gordon Laing	Secondary Undergraduate Programme Leader	01695 650833	laingg@edgehill.ac.uk
Shirley Hindley	Secondary Undergraduate Year 1 Leader	01695 657829	shirley.hindley@edgehill.ac.uk
David Wooff	Secondary Undergraduate Year 2 Leader	01695 657183	wooffd@edgehill.ac.uk
Claire Hawkins	Secondary Undergraduate Year 3 Leader	01695 657129	claire.hawkins@edgehill.ac.uk
David Wooff	Design and Technology Course Leader	01695 657183	wooffd@edgehill.ac.uk
Michaela Smith	English Course Leader	01695 587921	michaela.smith@edgehill.ac.uk
Ghada Nakhla	Mathematics Course Leader	01695 657380	Nakhlag@edgehill.ac.uk
Shirley Hindley	MFL Course Leader	01695 657829	shirley.hindley@edgehill.ac.uk
Paul Smalley	RE Course Leader	01695 584383	smalleyp@edgehill.ac.uk
Judith Thomas	Science Course Leader	01695 654642	thomasju@edgehill.ac.uk
Secondary Administration	Undergraduate Administration Co-ordinator	01695 584711	secondarypartnership@edgehill.ac.uk

## SECTION TWO: SUMMARY OF PRACTICE

This schedule should be adapted to fit trainees' needs and school circumstances.			
Date	Teaching Role	Observations / Preparation	Portfolio of Professional Development (PPD)
<b>Professional Practice Experience (Preparation/Orientation – 10 days)</b>			
27 <sup>th</sup> April to 8 <sup>th</sup> May 2015	Trainees observe the classes they will teach during the placement. It may be appropriate for the trainees to support the teacher in the classroom.	Trainees observe the classes they will teach during the Professional Placement. They use their observations and discussions with mentors and teachers to inform their medium term planning for the Professional Practice.	A clear 'Training Plan' is emerging with <b>individualised targets for all Trainees</b> . This 'Training Plan' is clearly linked to the Professional Standards. The Portfolio of Professional Development is increasingly used to support professional dialogue and evidence self-improvement.

<b>Professional Practice 1b Experience</b>			
11 <sup>th</sup> May to 3 <sup>rd</sup> July 2015	<p>All trainees teach approximately a 50% timetable (i.e. 10 – 11 hours per week) across the age and ability range within the school. KS4 and post-16 experience, if available, is important for their professional development.</p> <p>All trainees are expected to share in all the usual teacher responsibilities: form Tutor, break duty, extra-curricular activities, parents' evenings, open days.</p>	<p>Trainees plan all lessons (with guidance and support from mentor or teacher where appropriate – this should reduce over time).</p> <p>The Professional Practice Experience gives trainees an opportunity to put their medium term plans into practice and to reflect on their efficacy.</p> <p>Trainees review all lessons. At strategic points during the Practice trainees may undertake further observation of teaching in order to facilitate reflection on their own development.</p>	<p>The PPD shows how the Trainees have actioned and met their individual targets established at the end of the initial Practice.</p> <p>The PPD reflects the Trainees' ongoing professional engagement with the Standards, Partnership Trainers and target-setting across the Standards. It reflects the cyclical nature of target-setting, action, evaluation and review.</p> <p>Towards the end of the Practice the End of Practice Review Meeting takes place between trainee, mentor and tutor.</p>

<b>Partnership Trainer (EHUPT) Sessions</b>	<b>Professional Mentor (PM) Sessions</b>
EHUPTs support the trainees through a programme of weekly EHUPT meetings. <b>Clear outlines and guidance are included in the Partnership Handbook</b> . Specific guidance, as appropriate, may be presented by each Edge Hill Course Leader.	Professional Mentors will introduce trainees to relevant colleagues in order that a range of the generic tasks can be explored outside of trainees' timetabled classes.



### Guidance timeline for required paperwork

DOCUMENT	NOTES	WHEN
<b>Health and Safety</b>	Professional Mentor completes at beginning of academic year and returns to Partnership Office, Edge Hill University.	At beginning of academic year
<b>Trainee Timetable</b>	Trainee must ensure that Edge Hill Tutor receives two copies as soon as timetable is in place.	Before start of block Practice
<b>Lesson Observation Record including Continuation Sheet</b>	EHUPT and other colleagues use university forms to record observations and discussions with Trainee. Filed in trainee Practice file.	Observation at least once a week
<b>Joint observation box on Lesson Observation Record</b>	University subject tutor required to carry out joint observation with EHUPT for moderation	At least one joint observation during Practice
<b>Record of Professional Mentor Meetings</b>	Trainee completes; PM signs and adds relevant comments.	Weekly throughout Practice
<b>Record of Partnership Trainer Meetings</b>	Trainee completes this; EHUPT signs and adds relevant comments.	Weekly throughout Practice
<b>Interim Assessment</b>	PM and EHUPT confer to complete this interim assessment for trainees. This form is used for monitoring purposes and flagging up trainees' strengths and areas for development.	<b>By 22<sup>nd</sup> May 2015</b>
<b>End of Professional Practice Report</b>	Trainee completes using the strengths and targets for improvement highlighted on observation forms. PM, EHUPT add comments. Completed form is reviewed with trainee, EHUPT and university subject tutor at triangulation meeting. This must be finally signed by PM, EHUPT, trainee and subject tutor. School retains a copy, Trainee retains a copy and hands 2 copies to Edge Hill Tutor.	Signed forms to be returned to university by trainee
<b>Trainee Practice Evaluation</b>	Trainee completes this and submits to Course Leader	End of Practice
<b>Partnership Trainer's Evaluation Sheet</b>	EHUPT completes this. Trainee hands it to Edge Hill Tutor.	End of Practice.

## SECTION THREE: ROLES AND RESPONSIBILITIES

The respective roles and responsibilities are summarised below:

### The Trainee

The trainee is a partner in the training process and is expected to be proactive in identifying their training needs and to actively engage in critical reflection and target setting resulting in value added progress.

Partner schools/ colleges/settings can expect that trainees will:

- adopt a professional approach to all aspects of their school/college/setting experience
- attend regularly and punctually
- engage with and adhere to institutional policies and procedures
- maintain appropriate professional standards (including dress and demeanour)
- reflect upon their progress and target set with mentors at agreed times
- engage constructively with feedback and feed-forward offered
- ensure that the portfolio of professional development is maintained
- seek to take a full and active part in the wider aspects of a teacher's role

Each trainee recognises their professional responsibilities by signing the Professional Code of Conduct for ITT Trainees at the start of the programme. A signed copy of this code of conduct is contained within the Portfolio of Professional Development. Edge Hill University treats breaches of the Professional Code of Conduct (Partnership Handbook Section 13) very seriously and will implement the Faculty Academic and Professional Review mechanism as soon as a breach is reported.

### The Professional Mentor

The Professional Mentor has overall responsibility for trainees during their Practice. The key roles are liaison with Edge Hill University's link tutor and with Partnership Trainers, co-ordinating the Practices and monitoring the professional development of trainees.

In ITT partnership schools/colleges, the Professional Mentor has the following responsibility:

- ensuring that trainees receive an appropriate induction; including health and safety and safeguarding
- ensuring that trainees have timetabled opportunities to train with learners across the age and ability range
- enabling trainees to access professional activities outside the timetable, e.g. pastoral / tutorial work, staff meetings, staff development events, parents' evenings, extra- curricular activities
- monitoring and assessing trainee performance against the Teachers' Standards (2012)
- ensuring any cause for concern is identified and communicated to Edge Hill University tutors
- supporting the Partnership Trainer through the 'at risk'/remediation procedure
- participating in the 'at risk' / remediation procedure on behalf of the school/college, for a trainee who is identified as being at risk of failure

- co-ordinating the end of Practice report writing and authoring the Professional Responsibilities and Professional Conduct section
- liaising with link tutors and external examiners
- providing an agreed programme of seminars on key whole-school/college priorities and initiatives
- monitoring the observation of trainees on Practice as appropriate, including:
  - support of new Partnership Trainers
  - engagement in joint observations with school/ college staff to ensure quality assurance and moderation procedures
  - responding to identified causes of concern in respect of trainee progress and achievement
  - ensuring that Partnership Trainers return the interim grade form to Edge Hill University
- co-ordinating the work of Partnership Trainers and ensuring that the training entitlement is met
- ensuring that support mechanisms are in place for the trainee
- co-ordinating the review process for end of Practice report writing
- co-ordinating the completion and collation of final evaluation reports
- ensuring that all Partnership Trainers are trained prior to mentoring Edge Hill University trainees and that they are updated every 2 years
- maintaining a record of all trainer /mentor's details, confirmation of training undertaken and dates
- maintaining a file containing all relevant documentation for Practice, including all trainee information, observations, reports and 'At Risk' documentation, if relevant
- ensuring that Faculty Priorities are shared with all Partnership Trainers

## **The Partnership Trainer**

Partnership Trainers have responsibility for the professional development of trainees attached to their department. In this role they will need to liaise with the professional mentor and their departmental colleagues, and with Edge Hill University's visiting subject tutor.

In an ITT partnership Practice, specific responsibilities include:

- providing trainees with an appropriate compliant teaching timetable
- observing trainees and providing written and verbal feedback to inform trainee reflection and target setting (at least one formal observation and written feedback from within the curriculum area per week on phase 1B and phase 2 professional practice placements)
- providing opportunities for trainees to further develop their subject knowledge
- ensuring that at least one joint observation is completed with the visiting Edge Hill University Tutor
- monitoring and assisting trainees in reviewing and recording their progress and achievement through target setting activities
- assessing trainee performance against the Teachers' Standards in Initial Teacher Education, 2012
- completing an interim grade report and ensuring it is communicated to the relevant course leader
- authoring relevant sections of the end of Practice report form

- ensuring consistency of judgement of trainee performance across departmental staff who are involved in observing and providing feedback
- ensuring that all departmental staff understand trainee needs and work to support their professional development, as well as subject knowledge development and enhancement
- identifying a trainee at risk of failure and ensuring the professional mentor and the subject tutor are informed so that an 'At Risk'/Remediation procedure can be initiated
- maintaining a file containing all relevant documentation for Practice, including all trainee information, observations, reports and 'At Risk' documentation, if relevant
- liaising with External Examiners

## **The Edge Hill Visiting Subject Tutor**

Edge Hill University subject tutors work with Partnership Trainers to supervise and support the professional development of trainees whilst on Practice.

In an ITT partnership Practice, specific responsibilities, as detailed in the Partnership Agreement, include:

- monitoring the progress of the trainee through regular contact with Partnership Trainers
- making the agreed number of school/ college visits, and additional visits if required
- following the agreed protocol for the arrangement of visits, observing trainees in the classroom and providing written and oral feedback
- moderating Partnership Trainer assessments and supporting as appropriate, e.g. joint observations
- providing guidance and support to trainees
- representing the Programme Leader / Head of Area in the 'At Risk'/ Remediation procedures for a trainee during the Professional Practice experiences
- In associate partnership schools/ colleges, the subject tutor's responsibilities include:
  - ensuring an agreed training programme satisfying the requirements of Edge Hill University and meeting the specific training needs of the trainee
  - observing trainees and providing written and verbal feedback to inform trainee reflection and target setting (at least one formal observation and written feedback from within the curriculum area per week on professional practice placements)
  - monitoring and assisting trainees in reviewing and recording their progress and achievement through target setting activities
  - following the agreed protocol for the arrangement of visits
  - monitoring and assisting trainees in reviewing and recording their progress and experience through the Portfolio of Professional Development
  - assessing trainees performance against the Teachers' Standards (2012)
  - providing guidance and support to trainees
  - representing the Programme Leader/ Head of Area in the 'At Risk'/ Remediation procedures for a trainee during the Professional Practice experiences
  - monitoring the delivery of the trainees entitlement under the Partnership Agreement
  - completing final evaluation reports

## **Partnership Quality Officer (PQO)**

The PQO plays a key role in Edge Hill University's quality assurance procedures as well as facilitating the collaborative development of each partnership. The PQO visits the school or college each academic term to gather information, for review and feedback purposes and to develop and enhance the partnership.

PQO responsibilities include:

- working with a designated group of identified partner schools (cluster) to ensuring the quality of the Practice for Edge Hill trainees in each school cluster is maintained.
- being a point of contact between Edge Hill University and Professional Mentors, ensuring effective two-way communications for information and feedback
- monitoring, quality assuring and reviewing the delivery of school based training programmes, paying attention to the needs of particular programmes e.g. Vocational/Diploma programmes
- monitoring the trainee experience and address issues
- supporting the delivery of school based training, e.g. guidance on Professional Mentor and Partnership Trainer training programmes
- identifying training requirements for mentors in the partnership school and across the school workforce (e.g. teaching assistants)

# SECTION FOUR: PRACTICE GUIDANCE

## 4.1 Guidance for Trainees

**Please read the summary (Section Two) to acquaint yourself with the pattern of the Professional Practice and its requirements.**

**Please also read the subsequent sub-sections on guidance to the EHUP and Professional Mentors to enhance your understanding of their roles in your school-based training.**

### **Purpose**

This Professional Practice enables you to build on the foundations laid in your Initial Practice, gives you your first opportunities for extended teaching practice and provides you with experiences that enable you to achieve some of the learning outcomes of your subject application modules at Edge Hill as well as gather further evidence that you are meeting the teaching standards. This booklet is designed to enable you to work with your Partnership Trainer to plan individual adaptations to your training, supported by observations and reflections recorded in your Portfolio of Professional Development (PPD).

### **Structure**

The Professional Practice is designed around about 7-10 days of initial orientation, followed by extended, medium-term planning and teaching with ongoing evaluation. Throughout the Practice you should engage in reflection on the effectiveness of your teaching. To aid your reflections you should receive written feedback from your Partnership Trainer, visiting Tutor and other teachers whose classes you teach.

The aim of the Professional Practice is to give you the opportunity to develop a range of effective teaching and learning strategies. Your reflection on, and engagement with, your development via the PPD, evaluation of your teaching and pupils' learning together with feedback from your mentors, teachers and Tutor are crucial. The pattern of your development should be cyclical: planning; teaching; assessing learning; evaluating teaching and learning; discussing with your mentor or the class teacher and then feeding the outcomes into your planning and teaching for the next cycle. As the Professional Practice progresses, the individualised nature of your training should continue to be apparent i.e. that your needs and targets are being addressed. Additionally you should become increasingly 'sensitised' to pupil performance and progress since this is your first opportunity for extended experience with individual classes – this focus on pupil progress and assessment will eventually be a major feature of your next Professional Practice.

**Your timetable on Professional Practice should be the equivalent of 50% of a 'normal' teaching load – i.e. 10 – 11 hours per week. You should plan and evaluate every single lesson and follow the advice given by your Tutor, Partnership Trainer and other teaching colleagues by putting your individual targets into action. You are expected to share in all the usual teacher responsibilities: form Tutoring; break duty; extra-curricular activities; parents' evenings; open days etc.**

## Supervision and Support

Your **Professional Mentor** will:

- provide an induction into the school
- provide a professional programme to enhance your professional engagement and experience
- have the overview of your progress and welfare

Your **Partnership Trainer** will:

- give you mentoring support throughout your Practice
- provide opportunities to develop your subject knowledge
- work with you to produce a written report at the end of your Practice

Your Edge Hill University Visiting **Subject Tutor** will:

- visit you in school at least once during the Practice. Typically the first visit will be for observation / discussion / documentation review. A second visit will be for the End of Practice Report Meeting. In some circumstances, the lesson observation and End of Practice Report Meeting may occur on the same visit. Normally each of the visits will be to observe you teach and provide written feedback.
- be available for further support at Edge Hill if needed.

Your **Course Leader** can provide extra support where needed. If you have any concerns that cannot be resolved by your Professional Mentor, Partnership Trainer or the PQQ please contact your Course Leader.

## Expectations

You are expected to follow the guidance in this booklet and to understand and comply with your school's policies and approaches, including:

- maintain the school's normal hours of attendance (8.30 - 4.30 unless otherwise stated)
- be prepared to attend/stay late for particular events (inform your Partnership Trainer and Course Leader if this causes problems)
- implement the school's policies
- take advantage of opportunities for extra experience offered by the school
- behave courteously and professionally to all members of the school community.

## Assessment

You will be assessed against the Teachers' Standards (2012) using the performance assessment grading criteria detailed in Section Six. In order to pass (at least a Grade 3), you must:

- maintain a satisfactory record of attendance and participation in lessons
- obtain your Partnership Trainer's recommendation that you have satisfactorily met **ALL** the Standards.

If you appear to be at risk of failing to meet these requirements, you will be counselled and set targets in line with Edge Hill's 'remediation' process.

## **Post-16 Enhancement and EAL (English as an Additional Language) Experience**

If appropriate, your Course Leader and the Partnership Administration Team may make arrangements with your PM and EHUP for you to attend post-16 and EAL sessions in another school / college. This will be done on an individual basis.

### **Absence**

If you are absent for unavoidable reasons, you should:

- notify the school before 8.30am of the reason for and expected duration of any unscheduled absence
- notify Faculty of Education on 01695 584877 and contact your Course Leader
- make up any missed teaching and observations when you return to school

### **Practice Targets and Files**

When you go out on school Practice, only some of your targets will be relevant. Therefore you will be expected to identify Practice Targets Pro-forma next page. You will use File 1, previous report forms and other feedback to set these targets.

On Practice you will be expected to keep 3 files:-

#### **File 1 - Evidence of feedback and targets**

- Pen Portrait
- Practice Targets
- Completed report forms to date (interim and summative)
- Highlighted Grading Criteria
- Timetable (including record of hours and subjects taught)
- Attendance record
- Log of Mentor/Supervising Tutor meetings
- Lesson observations

*The contents of File 1 must be added to for each subsequent Practice, so that receiving Mentors, class teachers and Supervising Tutors can study the progress you have made.*

#### **File 2 - Information about the school, Planning and Evaluation**

- School Policies and Procedures
- Reflection on practice
- Planning/evaluation for every session

#### **File 3 - Assessment and Record Keeping**

- Pupil Profiles (Records of pupil assessment and targets for all pupils)
- Group records
- Whole class records
- Records of homework set and feedback given
- National Curriculum 'levelling' information
- Sample report to parents



Please note that all pupil records are confidential. Trainees will need to ensure the security of their files at all times. Whole Class records with details notes on individuals to show progression (copies of these should be handed to class teacher at the end of the Practice for school records)

**Practice File 1**

**Professional Practice Targets**

**Name:**

**Programme:**

<b>Week</b>	<b>Target*</b>	<b>Standards Reference</b>	<b>Strategy for Development</b>	<b>Update and Evidence, incl date</b>	<b>Mentor/Tutor Signature, incl date</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					

\*Your targets must be identified as follows:

**Week 1:** List the targets from your Professional Practice 1b Report Form (if applicable).

**Week 2 and in each subsequent week :** List the targets identified after each lesson observation; and ensure you highlight on your next lesson observation form the particular target that you would like to receive feedback on.

## **4.2 Guidance for Professional Mentors**

Thank you for taking a Trainee into your school for this Professional Practice. Please read the summary in Section Two and the guidance for Trainees and Partnership Trainers so that you know the kind of work the other school-based parties involved in the Professional Practice will be undertaking.

We ask that you kindly co-ordinate:

- an **induction to the school** to include the school's key policies and handbooks as appropriate (see the table below)
- times when your **Professional Programme** will take place. These sessions may involve discussions of issues e.g. advice about job applications or guidance on teaching/pupil problems. It may also be appropriate for other members of the staff with expertise in specific areas to lead these sessions (e.g. SEN, EAL, learning resources, health and safety, assessment, pupil data and target setting). Suggestions for the Professional Programme can be found in the Partnership Handbook.
- in consultation with the Partnership Trainers, opportunities for the Trainees to be involved in parents' evenings, report writing, out-of-school learning / activities, pastoral work, form duties and PSHE / Citizenship
- the initiation of remediation if necessary
- the use of the table of guidance about the proformas in Section Two of this booklet as a checklist to ensure that all documentation has been completed and that you are aware of who needs copies of which documents.
- **invitations to twilight INSET** sessions and/or other appropriate out-of-hours events.
- equivalent supervision and support if the Trainee's class teacher / Partnership Trainer is temporarily absent.

### **Suggestions for Professional Mentor Induction Activities**

<b>Induction Checklist – Possible Information/Documentation</b>	
<p><b>The School</b></p> <ul style="list-style-type: none"> <li>• School mission statement</li> <li>• Staff names and responsibilities</li> <li>• Plan/tour of school</li> </ul> <p><b>Major Policies</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Assessment, including marking &amp; record keeping</li> <li>• Behaviour management</li> </ul> <p><b>Major Routines &amp; Procedures</b></p> <ul style="list-style-type: none"> <li>• Break times etc</li> <li>• Stock</li> <li>• Photocopying</li> </ul>	<p><b>Health and Safety (See also Section Five and below)</b></p> <ul style="list-style-type: none"> <li>• Child protection procedures &amp; named teacher</li> <li>• Health and safety procedures</li> <li>• Reporting accidents</li> <li>• Emergency procedures</li> </ul> <p><b>Trainee Housekeeping</b></p> <ul style="list-style-type: none"> <li>• Expected hours of attendance</li> <li>• Dress and conduct codes</li> <li>• Lunch, tea and coffee arrangements</li> <li>• Car parking</li> <li>• Notifying absence</li> <li>• Whom to approach for help</li> </ul>

### **Post-16 Enhancement and EAL (English as an Additional Language) Experience**

Some Trainees may need the opportunity to engage with these aspects of the Standards during their Professional Practice. If this is the case Course Leaders and the Partnership Administration Team will arrange and coordinate appropriate opportunities by contacting

Mentors, Trainees and relevant colleagues in the post-16 / EAL institutions.

Since engagement with both post-16 and EAL is very important for their professional development and for meeting the Standards we would be very grateful for your help in releasing Trainees at appropriate times.

### **At the end of the Practice, please**

- Use the table of guidance about the proformas in Section Two of this booklet as a checklist to ensure that all documentation has been completed and that you are aware of who needs copies of which documents

### **4.3 Guidance for Partnership Trainers**

Thank you to you and your colleagues for allowing trainees to take classes in your department. Please read the summary (Section Two) and the previous sub-section (Section 4.1) on Guidance for Trainees, so that you know what your Trainees will be expected to do and the areas that they will need to discuss with you. Please also read the previous sub-section (Section 4.2) on Guidance for Professional Mentors so that you are aware of her/his role in the school-based training.

### **At the beginning of the Practice**

Please ask your Trainee(s) for a copy of her/his **End of Professional Practice Report Form and Targets** and a copy of her/his **CV**. Your Trainee(s)' Course leader may also have provided suggested themes for your Partnership Trainer sessions: please ask the Trainee if s/he has a copy. All these documents will help you **to organise appropriate observation, teaching and mentoring experiences.**

Please organise/provide the following for Trainees:

- an **induction to the department** to include the department's key policies, handbooks, syllabuses and schemes of work as appropriate
- an **observation timetable** for the first two weeks of the Practice
- a **teaching timetable** (and relevant class lists) for the third and subsequent weeks in negotiation with the Trainee. The weekly teaching load on Professional Practice should be about **50% (10 – 11 hours)** of a standard teacher's load
- a timetable when weekly **Partnership Trainer Sessions** will take place
- in consultation with the Professional Mentor, opportunities for the Trainee to be involved in parents' evenings, report writing, out-of-school learning / activities, pastoral work, form duties and PSHE / Citizenship
- Familiarise yourself with the Trainees' targets.

### **Throughout the Practice, please:**

- help your Trainees to implement their schedule of teaching and observations, varying it as appropriate to suit their needs and the school's circumstances; please discuss any major changes/issues with the Professional Mentor
- discuss planning with your Trainees:
  - look at their plans for sessions/lessons, and offer suggestions to help them
  - look at their outline plans for next week's lessons, say whether they meet your requirements, and offer suggestions to help them
- check that they are keeping their teaching file and Portfolio of Professional

Development organised and up to date.

- ensure that you, or colleagues whose classes the Trainee is taking, formally observe the Trainee teach **at least ONCE a week, provide written feedback** and discuss with them:
  - their evaluations of their teaching and their assessments of children's learning
  - your evaluations of their teaching, including specific strengths and suggestions for improvement
- respond to general questions that Trainees may ask you about teaching, particularly in relation to assessment and their own targets
- liaise with the Professional Mentor to discuss Trainees' progress; the Professional Mentor will notify Edge Hill immediately if there are any major problems
- use the table of guidance about the proformas in Section Two of this booklet as a checklist to ensure that all documentation has been completed and that you are aware of who needs copies of which documents.

### **By mid-point of Practice (22<sup>nd</sup> May 2015):**

- **Complete and return the Interim Assessment form, sharing the grades with trainees and the Professional Mentor.**

### **At the end of the Practice, please:**

- be part of the end of Practice review meeting with the Edge Hill Visiting Subject Tutor and Trainee
- use the table of guidance about the proformas in Section Two of this booklet as a checklist to ensure that all documentation has been completed and that you are aware of who needs copies of which documents.
- in liaison with the Trainee, complete the Professional Practice School Experience report (See Section Five of this booklet).
- give your Trainee a copy of the Partnership Trainer Professional Practice Experience Evaluation form (See Section Five of this booklet) at the end of the Practice for her/him to bring into Edge Hill or complete this online using the link that will be sent to you.

### **Post-16 Enhancement and EAL (English as an Additional Language) Experience**

Some Trainees may need the opportunity to engage with these aspects of the Standards during their Professional Practice. If this is the case Course Leaders and the Partnership Administration Team will arrange and coordinate appropriate opportunities by contacting Mentors, Trainees and relevant colleagues in the post-16 / EAL institutions.

Since engagement with both post-16 and EAL is very important for their professional development and for meeting the Standards we would be very grateful for your help in releasing Trainees at appropriate times.

## Guidance to support Teachers working with Trainees

When	What	Who
Where possible before Practice start date	Plan for the arrival of the trainee and alert relevant staff in advance (including administrative staff) – try to ensure that the trainee is welcomed.	Professional mentor (PM) and Partnership Trainer (EHUPT)
	Timetable for induction / observation Timetable for teaching building in strengths and development areas for the trainee	EHUPT
Induction	Share expectations of trainee and staff working with trainee	EHUPT
	Ensure all essential information is available e.g. staff handbook , Health and safety guidelines, dress code	PM
Throughout the Practice	Actively involve the trainee in the department and encourage them to join open discussion / meetings	EHUPT and whole department
First Partnership Trainer	Find out what their strengths and any targets for development. They should all bring targets from their previous Practice	EHUPT / Trainee
Weekly Lesson observations	Try to make observations less daunting emphasise they are to support the trainee to improve their teaching. Explain it is a part of school quality assurance and staff development. Provide oral and written feedback as soon after the lesson as possible	EHUPT/ PM
Throughout the Practice	Create a climate of open and frank communication	EHUPT / PM
At least a day in advance of the lesson	Review the lesson plans of trainee making constructive comments for improvement or need for change	Class teacher / EHUPT
All Partnership Trainers	Ensure trainees are evaluating their lessons and setting self targets	EHUPT

### Overall:

- Try to anticipate needs and plan a programme of professional development activities;
- Communicate daily with colleagues and the trainee;
- Try to provide the trainee with an experience of the 'whole job';
- Be generous and share as much as possible;
- Be ready to learn / or gain from the trainee;
- Remember this is a partnership between the school and Edge Hill University let us know if issues arise
- Enjoy the professional relationship with the trainee

## **SECTION FIVE: PROFORMAS RELATING TO THE PRACTICE**

### **GUIDANCE ON PROFORMAS**

**There is a web-link to Blackboard and the partnership website where all electronic forms are available with an exemplar of each. Trainees are required to complete all documentation electronically.**

# **Health and Safety**

The following statement is taken from cross-Faculty Health and Safety documentation. University refers to Edge Hill and student to trainee teacher.

The University and you as a Practice provider have a duty of care towards the student whilst on the Practice. In order to fulfil this duty of care the University will:-

- Prepare the student for the Practice and ensure they are aware of general health and safety aspects. However, this is of a general nature and does not include the specific information needed for any particular job of workplace.
- Give the student an opportunity to feed back to the University on any problems experienced with regard to health and safety whilst on Practice and
- Respond to any negative feedback received from students in relation to health and safety practices during Practices by informing the Practice provider.

During the Practice, we would expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the statutory duty of care and consequent liabilities rest with yourself.

As the students' Practice provider the University expects you to treat them in the same way as your employees with regards to their health, safety and welfare. It is therefore the University's expectation that as Practice provider you will:

- Provide the student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions.
- Include the student in the risk assessment programme as it affects activities undertaken by them.
- Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments.
- Provide ongoing supervision and training for the student in the performance of their duties.
- Have a system of recording and investigating accidents and incidents. We would ask that you notify the University of accidents and incidents involving the student that you are made aware of.

## **Please complete the Health and Safety checklist**

### **Insurance**

The University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Practice and that these will apply to a Practice student as they would to any other member of your staff. If this is not the case, or if this creates any problems or questions, please let us know at the earliest possible date on 01695 584056 and ask to speak to Carl Gibson.

### **Promotion of Racial Equality**

As a provider of ITT we are aware of our duty to promote race equality. To do this we are proactive in eliminating unlawful discrimination, promoting equality of opportunity and promoting good race relations between people of different racial groups.

Further details of Edge Hill's Race Equality Policy can be accessed on the main university website.

Trainees on school/setting Practices must follow race equality practices in accordance with Edge Hill University and school/setting Race Equality Policies.

## Faculty of Education Partnership Health and Safety Checklist

I confirm that Edge Hill Trainees are briefed on the following Health and Safety procedures within:

Name of School / Setting.....

### General Safety

Information on:

- Host organisation's health and safety policies
- Procedures and risk assessments for activities e.g. lone working
- Organisation's codes of conduct / behaviour

### Arrangements

- Whereabouts of welfare facilities e.g. W/C's, rest areas etc.
- Point of contact for health and safety matters
- Will Edge Hill staff / students be expected to participate in any of the host organisation's forums i.e. health and safety meetings?

### Fire Safety

Information on:

- What to do if you discover a fire
- What to do if the fire alarm sounds
- When weekly fire alarm testing takes place
- Procedure for reporting fire hazards e.g. storage of combustible materials, obstructed fire routes / doors etc.
- Whether a No Smoking Policy in operation

### Accident Reporting

Information on:

- What to do if you have an accident
- How to summon first aid assistance
- How to report an incident / accident

### Safe use of materials and equipment

If required are instructions in place for the use of:

- Harmful substances e.g. chemicals
- Safety or specialist equipment e.g. electrical appliances
- Housekeeping and hygiene standards
- Working practices
- Lifting, moving and / or transporting of loads
- The use of transporting and /or lifting equipment

Are risk assessments in place for all the above activities? If so where can these be found and can samples be provided?

Signature of confirmation.....

Title.....



## PRACTICE TIMETABLE (ONE WEEK TIMETABLE)

Name: \_\_\_\_\_ Programme: Sec UG Subject: \_\_\_\_\_

School/College: \_\_\_\_\_ Professional Mentor: \_\_\_\_\_

I confirm that this timetable meets the requirements of this Practice as outlined in the Edge Hill University guidelines.

Partnership Trainer (sign/print name): \_\_\_\_\_

Edge Hill Visiting Tutor (sign/print name): \_\_\_\_\_

Practice: SUG2000 Phase 1b - Professional Practice

Key Stages taught: KS3  KS4  KS5

Period	Times	Mon	Tues	Wed	Thurs	Fri

Form Group Attachment:



## WEEK B/TWO

W/C					
W/C					

Period	Times	Mon	Tues	Wed	Thurs	Fri

**Form Group Attachment:**

**IMPORTANT: Please indicate the following clearly on your timetable:**

- The times for the beginning and end of each session – including breaks and lunchtime
- The class teacher responsible for each group
- The room (number and building) for each session
- The year group
- The course being followed by the group (e.g., GCSE, AVCE)
- The set (if applicable) or if the class is mixed ability
- Where the session is Observation **(O)**, Team Teaching **(TT)** or Solo Teaching **(ST)**. Solo teaching is where you have the responsibility for teaching the class
- The Professional and Partnership Trainer Sessions
- The form group that you are attached to and form period(s)/tutorial time
- 

Where you are working 'outside' of your curriculum area, this should be marked clearly on the timetable. For example, PSHE, Special Needs/Learning Support.

**YOU MUST ENSURE THAT A COPY OF YOUR TIMETABLE IS SENT TO YOUR EDGE HILL VISITING TUTOR AND COURSE LEADER AS SOON AS IT HAS BEEN AGREED WITH YOUR MENTORS. ANY CHANGES MUST BE COMMUNICATED TO YOUR TUTORS AND A NEW COPY OF YOUR TIMETABLE SHOULD BE SUBMITTED. WE RELY ON THESE TIMETABLES TO ARRANGE SUPERVISION VISITS FROM TUTORS AND EXTERNAL EXAMINER AND OFSTED VISITS.**

## Edge Hill University Lesson Observation Proforma for Secondary

(To be used in conjunction with the Assessment Criteria Booklet)

<b>Name of Trainee:</b>	<b>School/College Name:</b>	<b>Name of Observer and Role:</b>
<b>Programme:</b>	<b>Professional Practice: 1a 1b 2</b>	<b>Date &amp; Time:</b>
<b>Observation Focus:</b>	<b>Class / Group Information:</b>	
<b>Trainee's Current Targets:</b>		<b>Review of current Targets:</b>
<b>Key Strengths (based on standards):</b>		<p><b>Prompts:</b></p> <p><b>T&amp;L</b></p> <ul style="list-style-type: none"> <li>○ Establishes a secure learning environment that promotes good pupil progress and behaviour (S1)</li> <li>○ Builds on, consolidates and extends pupils' capabilities, prior knowledge and understanding (S2)</li> <li>○ Ensures all learners make progress that is at least good (S2)</li> <li>○ Has good subject knowledge (S3)</li> <li>○ Stimulates and maintains pupils' interest and curiosity (S3)</li> <li>○ Promotes high standards of literacy, numeracy and communication (S3)</li> <li>○ Uses questioning and discussion to promote learning (S4)</li> <li>○ Reflects on learning and teaching (S4)</li> <li>○ Uses time effectively (S4)</li> <li>○ Is aware of the needs of all pupils and differentiates appropriately (S5)</li> <li>○ Is aware of potential barriers to learning with an understanding of the needs of all pupils, including those with SEN, EAL and those with disabilities (S5)</li> <li>○ Maintains a good relationship with pupils (S7)</li> <li>○ Manages pupil behaviour effectively and appropriately (S7)</li> <li>○ Has clear rules and routines and high expectations of behaviour (S7)</li> <li>○ Deploys support staff effectively (S8)</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>○ Plans well-structured lessons that use time and resources effectively (S4)</li> <li>○ Sets high expectations (S1)</li> <li>○ Shows good subject knowledge (S3)</li> <li>○ Plans lessons using reflection on teaching (S4)</li> <li>○ Promotes interest, motivation and curiosity (S4)</li> <li>○ Sets learning goals that stretch and challenge all pupils (S4, S5)</li> <li>○ Differentiates learning appropriately (S4, S5)</li> </ul>

<b>Areas to Develop (based on standards):</b>		<ul style="list-style-type: none"> <li>○ Is aware of the needs of all pupils (S5)</li> <li>○ Plans lessons using pupil assessment data to extend pupils' capabilities, knowledge, skills and understanding (S4, S5, S6)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>○ Makes accurate and productive use of assessment and assessment data to promote good pupil progress and learning (S6)</li> <li>○ Guides pupils to reflect on their progress and their learning needs (S2)</li> <li>○ Uses assessment of pupils' capabilities, knowledge and understanding to plan lessons (S2, S4)</li> <li>○ Gives pupils regular accurate feedback following assessment of their learning (S6)</li> </ul>		
<b>Impact of teaching on pupils'/learners' learning and progress:</b>				
<b>Agreed New Targets Generic and Subject Specific (linked to standards):</b>				
<b>Lesson Grade</b>	<b>1</b>	<b>2</b>	Requires Improvement	Inadequate
<b>If this trainee is judged to be Requires Improvement or Inadequate, please inform the University Visiting Tutor as soon as possible (PP2 Only).</b>				
<b>Signature of Observer:</b>			<b>Name of Observer 2 (If a joint observation)</b>	

Copies to: White – Trainee & Mentor; Yellow – Visiting Tutor



This information will be used solely for the purpose of evaluating assessment and may be disclosed to external examiners

**Continuation Sheet**

<b>Name of Trainee:</b>	<b>School/College Name:</b>	<b>Name of Observer and Role:</b>
<b>Programme:</b>	<b>Professional Practice: 1a 1b 2</b>	<b>Date &amp; Time:</b>

Copies to: White – Trainee & Mentor; Yellow – Visiting Tutor



This information will be used solely for the purpose of evaluating assessment and may be disclosed to external examiners

# RECORD OF PROFESSIONAL MENTOR SESSIONS

(Trainee completes this weekly)

**Name:**

**Programme:** BA (Hons) / BSc (Hons) Secondary Education with QTS\*

**Practice:** SUG2000 Professional Practice 1b

**Date of meeting:**

Topic(s) under consideration		Teachers' Standards addressed/considered	

What were the key issues considered in the session?

What I have learned from the session?

What follow-up activities/study is to be undertake and by when?

Signed:

Professional Mentor

Signed:

Trainee

Copies to: Trainee, Professional Mentor

## RECORD OF PARTNERSHIP TRAINER MEETINGS: REVIEW OF PROGRESS AND TARGET SETTING

**Guidance note:** trainee to complete this weekly and review with the Partnership Trainer during the weekly mentor session

**Name:**

Programme: BA (Hons) / BSc (Hons) Secondary Education with QTS\*

**Practice:** SUG2000 Professional Practice 1b

**Date of meeting:**

<b>Review of progress against targets set in previous week's meeting</b>
<b>Targets set for coming week (<i>to be included in all lesson plans and observation forms</i>)</b>
<b>Key themes considered/addressed</b>
<b>Action steps to be taken to develop my understanding and/or practice</b>

Signed: Partnership Trainer

Signed: Trainee

Copies to: Trainee, Partnership Trainer, Edge Hill Visiting Tutor



**SECONDARY EDUCATION  
INTERIM ASSESSMENT PROFESSIONAL PRACTICE**

To be completed by the Partnership Trainer and Trainee and submitted electronically by the Trainee by .....

Name of trainee: \_\_\_\_\_ Programme: \_\_\_\_\_ Subject: \_\_\_\_\_

Professional Practice school/college: \_\_\_\_\_ Practice: Professional Practice 1a, 1b, 2

	<b>Achievements</b> (trainee to complete prior to Edge Hill University Partnership Trainer meeting)	<b>Targets</b> (as agreed by Edge Hill University Partnership Trainer and trainee)
<b>TS1 Set high expectations which inspire, motivate and challenge pupils</b>		
<b>TS2 Promote good progress and outcomes by pupils (<i>limiting judgements</i>)</b>		
<b>TS3 Demonstrate good subject and curriculum knowledge</b>		

<b>TS4 Plan and teach well-structured lessons</b> <i>(limiting judgements)</i>		
<b>TS5 Adapt teaching to respond to the strengths and needs of all pupils</b> <i>(limiting judgements)</i>		
<b>TS6 Make accurate and productive use of assessment</b>		
<b>TS7 Manage behaviour effectively to ensure a good &amp; safe learning environment</b>		
<b>TS8 Fulfil wider professional responsibilities</b>		

Professional Practice Predicted Grade

Edge Hill University Partnership Trainer signature: \_\_\_\_\_

Edge Hill University Partnership Trainer name (please print): \_\_\_\_\_

Trainee signature: \_\_\_\_\_ Date \_\_\_\_\_

***Guidance for completion***

1. **Prior to meeting with the Edge Hill University Partnership Trainer, trainees should:** reflect on and electronically record key achievements in the above template (expanding each cell as needed to accommodate all required information); consider possible targets for development for each Teachers' Standard.
2. **At the meeting with the Edge Hill University Partnership Trainer, the trainee and the EHUPT should:** reflect on trainee achievements; agree on focused, measurable targets for the next phase of Professional Practice; record these targets above; sign the document to indicate agreement has been reached.
3. **After the meeting with the Edge Hill University Partnership Trainer, trainees should:** provide their Course Leader with a copy of this document.

# End of Professional Practice Report Form

Please refer to the Edge Hill University Grading Criteria

<b>Trainee Name</b>	
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<b>Phase</b> Please tick the relevant box					
<b>Professional Practice 1a</b>		<b>Professional Practice 1b</b>	✓	<b>Professional Practice 2</b>	

Programme (Please tick the relevant box)													
PGCE Secondary	Not Applicable												
	Applied Art & Design	Business Education	Design Technology	English	Geography	History	Computer Science	Mathematics	Modern Languages	Music	Physical Education	Physics with maths	Religious Education

Programme (Please tick the relevant box)														
PGCE Secondary (School Direct)	Not Applicable													
	Art & Design	Business Education.	Design Technology	English	Drama	Geography	History	Computer Science	Mathematics	Modern Languages	Music	Physical Education	Religious Education	Science

Programme (Please tick the relevant box)							
<b>Secondary Undergraduate Full Time</b>	Computer Science	Design & Technology	English	Mathematics	Modern Foreign Languages	Religious Education	Science

<b>Practice Setting/School</b>			
<b>Secondary (Age Range)</b> <i>(Please tick relevant box)</i>	<b>KS3</b>	<b>KS4</b>	<b>P16</b>
<b>Name of Edge Hill University Partnership Trainer</b>			
<b>Name of Edge Hill University Visiting Tutor</b>			
<b>Name of Personal Tutor</b>			
<b>Name of Course Leader</b>			
<b>Name of Professional Mentor</b>			

## Notes for Guidance

These notes should be read in conjunction with the Professional Practice Handbook

### Grading

All graded judgements will be made using the following scale:

Professional Practice	Grades Available	Notes
<b>Professional Practice 1a (PP1a)</b>	<b>Pass or Fail</b>	Each standard should still be graded ('Grade 1', 'Grade 2', 'Requires Improvement' or 'Inadequate') but the <b>overall</b> grade can only be a ' <b>Pass</b> ' or ' <b>Fail</b> '.  For Professional Practice 1a 'Grade 1', 'Grade 2' and 'Requires Improvement' are all classed as a ' <b>Pass</b> '. 'Inadequate' is a ' <b>Fail</b> '
<b>Professional Practice 1b (PP1b)</b>	<b>Grade 1:</b> Outstanding <b>Grade 2:</b> Good <b>Requires Improvement</b>	Targeted intervention will be put in place prior to Phase 2 for any trainee graded as ' <b>Requires Improvement</b> '.  If a trainee is <b>not</b> working at 'Grade 1', 'Grade 2' or 'Requires Improvement' by the end of PP1b, they cannot receive a grade and will need to be <b>deferred</b>
<b>Professional Practice 2 (PP2)</b>	<b>Grade 1:</b> Outstanding <b>Grade 2:</b> Good	If a trainee is <b>not</b> working at 'Grade 1' or '2' by the end of PP2, they cannot receive a grade and will need to be <b>deferred</b> (Visiting Tutor will guide the trainee and setting through this process).

#### Guidance for Professional Practice 2 only

Trainees are given an overall summative grade based upon their grades against each of the teaching standards.

**TS2, TS4 and TS5** will be **limiting judgements**. A trainee must gain their final grade in these three standards to be awarded that grade overall. For example, if a trainee is awarded a 'Grade 1' for the professional practice they must be a 'Grade 1' in TS2, TS4 and TS5.

The grading process is a triangulation between trainee, Edge Hill University (EHU) Partnership Trainer and the EHU Visiting Tutor and the grades should be agreed and confirmed during the meeting.

*The final summative meeting can only take place when the trainee has reached a good or outstanding standard in their teaching.*

#### Next Steps

**Please note:** This report will be given to the trainee's employer once they start their first teaching post and will inform the targets for their EHU Career Entry Development Profile (EHU CEDP) and NQT year.

It will also be used to inform their reference, written by their Personal Tutor

<b>TS1 Set high expectations which inspire, motivate and challenge pupils</b>	<b>Grade</b>
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"><li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li><li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>• Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li></ul>	

<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"><li>• Challenge and motivate all pupils and in particular in schools where attainment is low</li></ul> <p><b>Trainee Reflection on Achievement (Standard 1)</b></p>
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<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 1)</b></p>
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<p><b>Targets</b></p>
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TS3 Demonstrate good subject and curriculum knowledge	Grade
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> </ul>	
<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"> <li>• Understand the National Curriculum, including National Curriculum 2014, and its associated examination and assessment arrangements</li> <li>• Demonstrate secure subject knowledge across the curriculum to support teaching and learning including the development of a subject specialism</li> <li>• Demonstrate knowledge of the 6th form curriculum and assessment methods with the requisite subject knowledge to support student progress</li> </ul> <p><b>Trainee Reflection on Achievement (Standard 3)</b> Please comment against all relevant curriculum areas</p>	
<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 3)</b> Please comment against all relevant curriculum areas</p>	
<p><b>Targets</b></p>	

<b>TS4 Plan and teach well-structured lessons</b>	<b>Grade</b>
	<b>Limiting Judgement</b>
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Impart knowledge and develop understanding through effective use of lesson time</li> <li>• Promote a love of learning and children’s intellectual curiosity</li> <li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> </ul>	

**Additional Guidance with Specific Reference to:**

- Select and use new technology to effectively support learning

**Trainee Reflection on Achievement (Standard 4)**

**Edge Hill University Partnership Trainer’s Feedback (Standard 4)**

**Targets**

<b>TS5 Adapt teaching to respond to the strengths and needs of all pupils</b>	<b>Grade</b>
	<b>Limiting Judgement</b>
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>	

<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence and competence in preparing to teach pupils from minority ethnic backgrounds</li> <li>• Demonstrate confidence and competence in preparing to teach pupils with English as an additional language</li> <li>• Demonstrate confidence and competence in preparing to teach pupils with special educational needs and disabilities with appropriate professional support</li> </ul> <p><b>Trainee Reflection on Achievement (Standard 5)</b></p>
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<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 5)</b></p>
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<p><b>Targets</b></p>
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TS6 Make accurate and productive use of assessment	Grade
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make use of formative and summative assessment to secure pupils' progress</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>	
<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"> <li>• Collect and record appropriate formative assessment data and summative test data across the curriculum</li> <li>• Use assessment data to identify pupils' progress and support their learning</li> <li>• Use assessment data to evaluate the quality of teaching</li> <li>• Report pupils' progress to different audiences and for different purposes</li> <li>• Give effective feedback to pupils to enable them to reflect on the progress they have made and identify their own emerging needs</li> </ul> <p><b>Trainee Reflection on Achievement (Standard 6)</b></p>	
<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 6)</b></p>	
<p><b>Targets</b></p>	

<b>TS7 Manage behaviour effectively to ensure a good &amp; safe learning environment</b>	<b>Grade</b>
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>	
<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"> <li>• Develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying</li> </ul> <p><b>Trainee Reflection on Achievement (Standard 7)</b></p>	
<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 7)</b></p>	
<p><b>Targets</b></p>	

TS8 Fulfil wider professional responsibilities	Grade
<p><b>Standard Prompts:</b></p> <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>	
<p><b>Additional Guidance with Specific Reference to:</b></p> <ul style="list-style-type: none"> <li>• Maintain professional behaviour at all times including an appropriately professional standard of dress</li> <li>• Work with teaching colleagues as part of a team</li> <li>• Demonstrate confidence and competence in leading the work of teaching assistants and other additional adults to achieve learning objectives</li> <li>• Demonstrate confidence and competence in communicating effectively with parents or carers</li> <li>• Demonstrate knowledge of a teacher's statutory responsibilities for the welfare and safeguarding of pupils</li> <li>• Understand e-safety</li> <li>• Access educational research; assess the robustness of that research and apply their findings to their own developing teaching practice</li> <li>• Integrate the theoretical elements of their ITT programme with the professional practice elements to support their own reflection and professional development</li> <li>• Demonstrate commitment to identifying and addressing on-going professional development needs</li> <li>• Demonstrate confidence and competence in applying for teaching posts</li> <li>•</li> </ul> <p><b>Trainee Reflection on Achievement (Standard 8)</b></p>	
<p><b>Edge Hill University Partnership Trainer's Feedback (Standard 8)</b></p>	
<p><b>Targets</b></p>	

## Final Grade

I confirm that the trainee has met the requirements for Part Two: Personal and Professional Conduct at a consistently high standard (please tick) Yes No

Please circle one of the following Grades which are relevant to this Professional Practice	
Please only complete this if your Trainee has completed: <b>Professional Practice Phase 1a (PP1a)</b>	Pass      Fail
Please only complete this if your Trainee has completed: <b>Professional Practice Phase 1b (PP1b)</b>	Grade 1      Grade 2      Requires Improvement
Please only complete this if your Trainee has completed: <b>Professional Practice Phase 2 (PP2)</b>	Grade 1                      Grade 2

Standards Grades	
TS 1	
<b><u>TS 2</u></b>	
TS 3	
<b><u>TS 4</u></b>	
<b><u>TS 5</u></b>	
TS 6	
TS 7	
TS 8	

<b>Number of days attended</b>	
<b>Start Date</b>	
<b>End Date</b>	
<b>Complete the appropriate box below</b>	
<b>End of PP1a Predicted Grade by end of training</b>	
<b>End of PP1b Predicted Grade by end of training</b>	
<b>Overall Final Grade</b> <small>(As agreed at triangulation meeting)</small>	

- The Professional Practice 2 summative meeting can only take place when the trainee has reached a 'Grade 1' (Outstanding) or 'Grade 2' (Good) level in their teaching.
- In order to gain 'Grade 1' (Outstanding) the majority of the Standards must be graded as 'Grade 1', including TS2, 4 and 5 together with all other Standards graded at least 'Grade 2' (Good).
- In order to gain 'Grade 2' (Good) the majority of the Standards must be graded at least 'Grade 2', including TS2, 4 and 5.

### Signatures

At triangulation meeting

Edge Hill University Partnership Trainer: .....

Professional Mentor .....

Edge Hill University Visiting Tutor: .....

Trainee: ..... Date: .....

Copy to: Edge Hill University Partnership Trainer/ Trainee/ Professional Practice Leader/Personal Tutor

## **Evaluation of Professional Practice 1b.**

As you near the end of the Professional Practice, please complete the end of professional practice survey.

This will enable us to improve and enhance our partnership and the quality of the training experience for trainees and school based partners.

Thank you in advance for your time.

The links to access both trainee and partnership trainer surveys are:

Trainee: <https://edgehill.onlinesurveys.ac.uk/end-of-professional-practice-sug2000>

Edge Hill University Partnership Trainer: <https://edgehill.onlinesurveys.ac.uk/edge-hill-university-pt-evaluation-sug2000>

Both surveys are open from the 05<sup>th</sup> June - 10 July 2015



## **MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT**

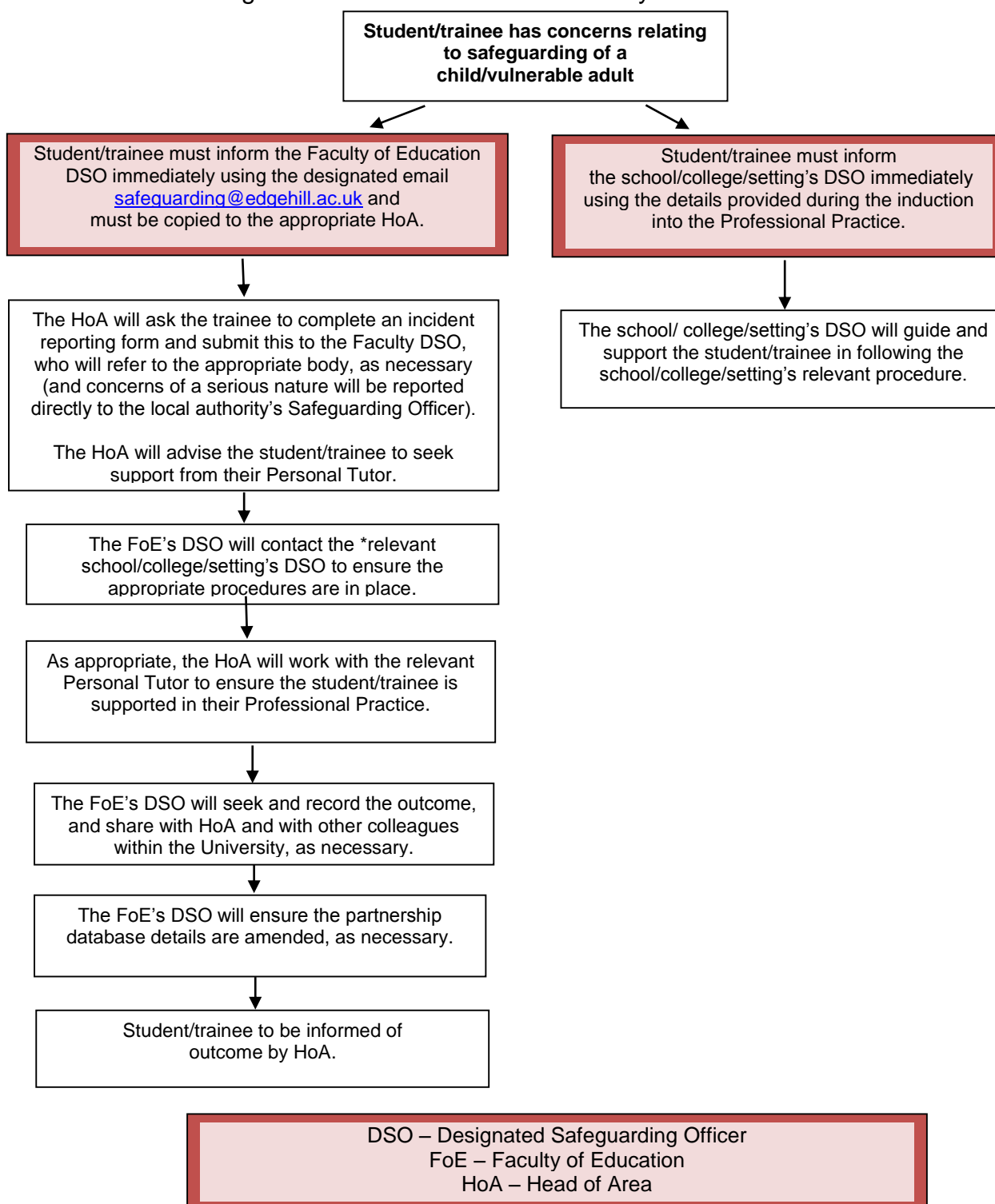
Safeguarding is everybody's responsibility and there may be occasions where we need to act quickly to identify and minimise any risks to children/vulnerable adults.

This policy sets out the actions that must occur if a student/trainee has a concern for the safeguarding and welfare of a child/vulnerable adult during the Professional Practice element of their programme. It also clarifies how a student/trainee will be supported throughout any process of enquiry.

<b>POLICY TITLE</b>	MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT
<b>NEXT REVIEW DATE</b>	<b>June 2015</b>
<b>REVIEW RESPONSIBILITY</b>	<b>N. Baker</b>
<b>LAST REVISION MADE</b>	<b>July 2014</b>

## MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT

The following sets out the actions to be taken by a **student/trainee** and **Faculty staff**



\* The FoE (DSO) is Nadine Baker, Associate Dean (ITT & QME), email: [bakern@edgehill.ac.uk](mailto:bakern@edgehill.ac.uk), Tel: 01695 584336.

Please note it is courteous for the student/trainee to also inform their EHU Partnership Trainer of the fact that an issue has been reported (please note the specific details should not be shared).

**STRICTLY CONFIDENTIAL**

**INCIDENT REPORTING FORM**

TO BE COMPLETED BY A STUDENT/TRAINEE WHO WISHES TO RAISE A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE

**(Please include the full names of all concerned)**

Name of reporting student/trainee: .....

Student no.: .....

Programme: .....

Name of Personal Tutor: .....

Professional Practice and name of school/college/setting:

.....

Date of alleged incident, or cause for concern: .....

Time of alleged incident, or cause for concern: .....

Reported to (please include name and role): .....

Nature of alleged incident, or cause for concern:

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Name of Designated Safeguarding Officer in school/college/setting:

.....

Incident reported to Designated Safeguarding Officer in school/college/setting on:

.....

Signed:

Student/Trainee: ..... Date: .....  
*please also print name*

**To be returned to the relevant Head of Area to forward to the Faculty Designated Safeguarding Officer.**

**STRICTLY CONFIDENTIAL**

**OUTCOME**

TO BE COMPLETED BY THE DSO ONCE AN OUTCOME HAS BEEN REACHED,  
FOLLOWING THE INVESTIGATION INTO THE ALLEGED INCIDENT, OR CAUSE FOR  
CONCERN

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Signed:

DSO: ..... Date: .....  
*please also print name*

## **SECTION SIX: ASSESSMENT OF TRAINEES**

### **Secondary Education Initial Teacher Training: Teachers' Standards Assessment Criteria**

## **Introduction and rationale**

### **Introduction and rationale**

The assessment criteria presented in this document has been produced in line with guidance produced in collaboration between members of UCET (the Universities Council for the Education of Teachers), NASBTT (the National Association of School Based Teacher Trainers) and the HEA (Higher Education Academy).

#### **New Teachers' Standards 2012**

From 1<sup>st</sup> September 2012, all teachers completing their training will be assessed against the new Teachers' Standards. The revised standards also apply to newly qualified teachers (NQTs) and experienced teachers and thus replace the former Core Standards. This means that there is now an overarching set of standards covering all teachers with the aim of establishing 'a platform for the coherent approach to Initial Teacher Education (ITE), induction and continuing professional development (CPD) that the profession aspires to' (*Working with the Teachers' Standards in Initial Teacher Education, 2012*).

The Teachers' Standards includes a series of bullet points on pages 6-9 and states that:

'The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee is already demonstrating excellent practice relevant to that standard.' (*ITE Inspection Handbook, 2012*)

The standards set out the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues.

#### **Initial Teacher Education (ITE) inspection (from September 2012)**

The new inspection framework provides guidance about trainee attainment within the context of the new Teachers' Standards:

'Attainment is defined as the standard reached by a trainee at the end of his/her training. For primary and secondary trainees, this is how well they meet the minimum level of practice expected of teachers as defined in the *Teachers' Standards*.

The Teachers' Standards states that:

'Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of [qualified teacher status (QTS)]. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*'.

## Grading Criteria

The assessment statements provide guidance for judgements of trainee performance in relation to the range of Teachers' Standards, and are designed to align with Ofsted Grade Descriptors for trainee teachers:

EHU Assessment Criteria	Ofsted Grade Descriptors
<p><b>Grade 1: Outstanding</b> Meeting the Standards at a High Level</p>	<p><b>Outstanding (1)</b> Trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees demonstrate excellent practice in some of the standards for teaching and their personal and professional conduct. Much of their teaching is outstanding and never less than consistently good.</p>
<p><b>Grade 2: Good</b> Meeting the Standards at a Good Level</p>	<p><b>Good (2)</b> Trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Much of their teaching is predominantly good, with examples of outstanding teaching.</p>
<p><b>Grade 3: Satisfactory/Requires Improvement</b> Working towards the Standards; for those in the very early stages of their training</p>	<p><b>Requires improvement (3)</b> Trainees awarded QTS meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training. Trainees' teaching requires improvement as it is not yet good.</p>
<p><b>Grade 4: Inadequate: Failing to Meet the Standards</b></p>	<p><b>Inadequate (4)</b> Outcomes are likely to be inadequate if trainees fail to meet the minimum level of practice expected of teachers as defined in the <i>Teachers' Standards</i> by the end of their training.</p>



## Judgements of Trainee Achievement and Progress

During the course of their training programme, it is to be expected that trainee progression against the Teachers' Standards will reflect their stage of training. It is reasonable to expect that trainee performance might look as follows:

Phase of Training	Expected baseline performance against Assessment Criteria
<b>Professional Practice 1a</b>	<p>This is a Pass / Fail Professional Practice. By the end of this practice, trainees should be <b>securely Working Towards the Standards</b>. Some trainees may be performing above this level at this stage.</p> <p>Professional judgement should be made regarding which aspects of the Standards a trainee has had opportunity to address at this early stage in their training.</p>
<b>Professional Practice 1b</b>	<p>By the end of this practice, we would expect most trainees to be working towards grade 1 or 2 overall.</p> <p>It is likely that they may still require improvement against more challenging criteria or those for which they have had limited experience.</p>
<b>Professional Practice 2</b>	<p>By the end of this practice, trainees should be working towards a grade 1 or 2.</p>

**Overall Grades should be awarded on a best fit basis, in line with Ofsted guidance.**

When making overall judgements of trainee achievements against the Teachers' Standards, the following should also be taken into consideration:

- **Dialogue with the trainee** about their performance and future development
- **Evidence gathered by the trainee within their Teachers' Standards Log** and accompanying relevant documentation (such as the Additional Standards Evidence File, Teaching Files etc.)
- **Progress made by the trainee as evidenced with their Individual Training Plan**, audit(s) of subject knowledge and experience against National Priorities.

## ITT TEACHERS' STANDARDS ASSESSMENT CRITERIA

### PART ONE: TEACHING

#### S1. 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.*

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They constantly motivate pupils to participate and contribute in an atmosphere highly conducive to learning.</li> <li>• They consistently set high expectations which challenge all pupils in different training contexts.</li> <li>• There are high levels of mutual respect between the trainee and pupils.</li> <li>• They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</li> <li>• They generate high levels of enthusiasm, participation and commitment to learning.</li> </ul>	<ul style="list-style-type: none"> <li>• They are reliable in motivating pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• They consistently set high expectations of pupils in their different training contexts.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to motivate pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• They have set appropriately high expectations, believing that all pupils have the potential to make progress.</li> <li>• 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.</li> <li>• They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school They demonstrate enthusiasm for working with children and young people and for teaching and learning.</li> </ul>	<p><b>They do not:</b></p> <ul style="list-style-type: none"> <li>• encourage pupils to participate and contribute in an atmosphere conducive to learning.</li> <li>• set appropriately high expectations to allow all pupils to reach their full potential.</li> <li>• develop a rapport with individuals and groups. As a consequence of this most pupils are not fully engaged in their learning.</li> <li>• demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school.</li> <li>• demonstrate enthusiasm for working with children and young people and for teaching and learning.</li> </ul>

## S2. 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.

Grade 1: <b>OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL</b>	Grade 2: <b>GOOD - MEETING STANDARDS AT A GOOD LEVEL</b>	<b>REQUIRES IMPROVEMENT</b>	<b>INADEQUATE - FAILING TO MEET THE STANDARDS</b>
<ul style="list-style-type: none"> <li>• They assume a high level of responsibility for the attainment progress and outcomes of all pupils they teach.</li> <li>• They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time.</li> <li>• They are able to articulate a clear and well-justified rationale as to how they are building on prior achievement.</li> <li>• They actively promote engaging and effective methods that support pupils in reflecting on their learning.</li> <li>• 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.</li> <li>• They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They assume responsibility for the attainment, progress and outcomes of the pupils they teach.</li> <li>• They demonstrate a sound understanding of the need to develop pupil learning over time.</li> <li>• Their short- and medium-term planning consistently takes into account the prior learning of the pupils.</li> <li>• 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.</li> <li>• They use their knowledge of effective teaching strategies to encourage independent learning</li> <li>• They set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement.</li> <li>• They support pupils in reflecting on their learning and identifying their progress and emerging learning needs.</li> <li>• When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance.</li> <li>• 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 that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :</b></p> <ul style="list-style-type: none"> <li>• assume responsibility for the attainment, progress and outcomes of the pupils they teach.</li> <li>• demonstrate understanding of the need to develop pupil learning over time.</li> <li>• takes into account the prior learning of the pupils.</li> <li>• 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.</li> <li>• encourage independent learning</li> <li>• set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils fail to make good progress.</li> </ul>

### S3. 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

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They draw on their in-depth subject and curriculum knowledge, including knowledge of their subject specialism, to plan confidently for progression and to stimulate and capture pupils' interest.</li> <li>• They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning.</li> <li>• They are astutely aware of their own development needs in relation to extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training.</li> <li>• They model very high standards of written and spoken communication in all professional activities.</li> <li>• They successfully identify and exploit opportunities to develop learners' skills, in communication, reading, writing and mathematics.</li> <li>• <b>In relation to early reading:</b> primary trainees draw on their very strong understanding of synthetic systematic 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.</li> <li>• <b>In relation to early mathematics:</b> primary trainees draw on their very strong knowledge and understanding of the principles and</li> </ul>	<ul style="list-style-type: none"> <li>• They have well-developed knowledge and understanding of the relevant subject/curriculum areas and subject specialism they are training to teach and use this effectively to maintain and develop pupils' interest.</li> <li>• 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.</li> <li>• 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.</li> <li>• They model good standards of written and spoken communication, and mathematical skills, in all professional activities and encourage and support learners to develop these skills in their lessons.</li> <li>• <b>In relation to early reading:</b> primary trainees have a very secure knowledge and understanding of synthetic systematic phonics and its role in teaching and assessing reading and writing in the context of the age phases they are training to teach.</li> <li>• <b>In relation to early mathematics:</b> primary trainees have a very secure knowledge and understanding of the principles and practices of</li> </ul>	<ul style="list-style-type: none"> <li>• They have sufficiently secure knowledge and understanding of the relevant subject/curriculum areas and subject specialism to teach effectively in the age phase for which they are training to teach.</li> <li>• They know how learning progresses within and across the subject/ curriculum age phases they are training to teach, in relation to the development of key concepts and of learners' common misconceptions.</li> <li>• They are able to respond appropriately to subject-specific questions learners ask.</li> <li>• They use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject.</li> <li>• 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.</li> <li>• They demonstrate an understanding of the need to promote high standards of communication, reading, writing and mathematical skills for all learners and begin to build this into lessons.</li> <li>• <b>In relation to early reading:</b> 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, and be able to apply this effectively across the specific age phases they are training to teach.</li> <li>• <b>In relation to early mathematics:</b> all primary trainees will know and understand the principles and practices of teaching and assessing early mathematics, and be able to apply this</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :</b></p> <ul style="list-style-type: none"> <li>• have sufficient knowledge and understanding of the relevant subject/curriculum areas and subject specialism they are training to teach.</li> <li>• make use of their curriculum and pedagogical subject knowledge or address common errors and misconceptions effectively in their teaching.</li> <li>• evidence updates for their subject, curriculum and pedagogical knowledge or how to employ appropriate professional development strategies to further develop these in their early career.</li> <li>• model good standards of written and spoken communication in all professional activities or encourage and support learners to develop these skills in their lessons.</li> </ul>

<p>practices of teaching early mathematics to select and employ highly effective teaching strategies across the age ranges they are training to teach.</p> <ul style="list-style-type: none"><li>• <b>In relation to Physical Education:</b> primary trainees draw on their very strong knowledge and understanding of the principles and practices of teaching PE to select and employ highly effective teaching strategies across the age ranges they are training to teach, including for pupils with special educational needs.</li></ul>	<p>teaching early mathematics and employ effective teaching strategies across the age ranges they are training to teach.</p> <ul style="list-style-type: none"><li>• <b>In relation to Physical Education:</b> primary trainees have a very secure knowledge and understanding of the principles and practices of teaching PE and employ effective teaching strategies across the age ranges they are training to teach.</li></ul>	<p>effectively across the specific age phases they are training to teach.</p> <ul style="list-style-type: none"><li>• <b>In relation to Physical Education:</b> all primary trainees will know and understand the principles and practices of teaching and assessing PE, and be able to apply this effectively across the specific age phases they are training to teach.</li></ul>	
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#### S4. 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 acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests.</li> <li>• They select and use new technology to effectively support learning.</li> <li>• They are highly reflective in critically evaluating their practice.</li> <li>• 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.</li> <li>• They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</li> </ul>	<ul style="list-style-type: none"> <li>• They show a willingness to try out a range of approaches to teaching and learning, including the use of new technology.</li> <li>• 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.</li> <li>• 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.</li> <li>• They make a positive contribution to the development of curriculum and resources in their placement settings.</li> </ul>	<ul style="list-style-type: none"> <li>• They employ a range of teaching strategies and resources.</li> <li>• They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes.</li> <li>• 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.</li> <li>• They can create an environment in which the learners are usually engaged.</li> <li>• They understand how homework or other out-of-class work can sustain learners' progress and consolidate learning, and can design and set appropriate tasks.</li> <li>• They review and reflect on their own planning and teaching to prepare future activities and tasks that 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 and curriculum frameworks.</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :</b></p> <ul style="list-style-type: none"> <li>• show a willingness to try out a range of approaches to teaching and learning.</li> <li>• plan lessons that take account of the needs of groups of learners and individuals.</li> <li>• review and reflect on their own planning and teaching.</li> <li>• make positive contribution to the development of curriculum and resources in their practice settings.</li> </ul>

## S5. 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• 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 appropriate progression for individuals and groups, including those from underperforming groups.</li> <li>• They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners.</li> <li>• They are able to use effective strategies to support the learning and progress of all pupils, including those eligible for the pupil premium.</li> </ul>	<ul style="list-style-type: none"> <li>• They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning.</li> <li>• They know how to secure progress for learners and how to identify when groups and individuals have made progress.</li> <li>• They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• They show awareness of how children and young people develop and take account of this in their teaching.</li> <li>• They have some understanding of the challenges and opportunities of teaching in a diverse society.</li> <li>• 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, and pupils from minority ethnic backgrounds.</li> <li>• 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.</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :-</b></p> <ul style="list-style-type: none"> <li>• adapt their teaching to meet the needs of the individual or groups of learners to support progression.</li> <li>• recognise potential barriers to learning or how to support with the appropriate deployment of available support staff.</li> </ul>

## S6. 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They can confidently and accurately assess pupils' attainment against national benchmarks.</li> <li>• They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning.</li> <li>• 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.</li> <li>• They assess learners' progress regularly and work with them to accurately target further improvement and secure appropriate progress.</li> </ul>	<ul style="list-style-type: none"> <li>• They are able to assess pupils' attainment accurately against national benchmarks.</li> <li>• They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses.</li> <li>• They maintain accurate records of pupils' progress and use these to set appropriately challenging targets.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress.</li> <li>• 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.</li> <li>• They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach.</li> <li>• With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups.</li> </ul> <p>They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</p>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :-</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach. They are unable to make accurate assessment against national benchmarks.</li> <li>• make use of formative and summative assessment strategies, in their planning, to support pupils in making progress.</li> <li>• evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice.</li> <li>• know how school- and pupil-level summative data are used to set targets for groups and individuals.</li> <li>• monitor pupil progress and maintain accurate records, even with guidance from experienced teachers.</li> <li>• mark pupils' work constructively and provide appropriate oral feedback to pupils.</li> </ul>



## S7. 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation.</li> <li>• They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> <li>• They understand how to tackle bullying, including cyber and prejudice-based bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• They work within the school's framework for behaviour and apply rules and routines consistently and fairly, including those related to tackling bullying, including cyber and prejudice-based bullying.</li> <li>• 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.</li> <li>• 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.</li> <li>• They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>• They work within the school's framework for behaviour and can apply rules and routines consistently and fairly, including those related to tackling bullying, including cyber and prejudice-based bullying.</li> <li>• They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour.</li> <li>• 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.</li> <li>• They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> <li>• They recognise that planning appropriate lessons that challenge learners, teaching using a variety of strategies that address pupils' needs and employing appropriate assessment strategies will all contribute to successful behaviour management.</li> <li>• 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 staff as appropriate.</li> <li>• 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.</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :-</b></p> <ul style="list-style-type: none"> <li>• work within the school's framework for behaviour or apply rules and routines.</li> <li>• have high expectations or understand the strategies that experienced teachers use to promote positive behaviour</li> <li>• manage behaviour effectively or encourage learners to demonstrate positive attitudes towards the teacher, their learning and each other to allow lessons to flow smoothly.</li> <li>• seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</li> </ul>

## S8. 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.

Grade 1: OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL	Grade 2: GOOD - MEETING STANDARDS AT A GOOD LEVEL	REQUIRES IMPROVEMENT	INADEQUATE - FAILING TO MEET THE STANDARDS
<ul style="list-style-type: none"> <li>• They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school.</li> <li>• They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis.</li> <li>• They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</li> <li>• They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive.</li> <li>• They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs.</li> </ul>	<ul style="list-style-type: none"> <li>• They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school.</li> <li>• They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so.</li> <li>• They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.</li> <li>• They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further.</li> <li>• They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.</li> <li>• They assume some responsibility for doing so in response to individual pupils' emergent needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They can build effective professional relationships with various colleagues and have the skills required to work collaboratively.</li> <li>• 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.</li> <li>• They understand when to ask for information and advice from specialist staff about individual pupils with specific needs.</li> <li>• They seek out and are responsive to advice from more experienced colleagues</li> <li>• In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets.</li> <li>• They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.</li> <li>• They communicate effectively at set points in the school year, including at parents' evenings and through written reports.</li> <li>• They understand the need to communicate at other points in response to individual pupils' emergent needs.</li> </ul>	<p><b>Trainee not demonstrating competence to achieve the standards:</b></p> <p><b>They do not :-</b></p> <ul style="list-style-type: none"> <li>• seek opportunities to contribute to the wider life and ethos of the school.</li> <li>• build professional relationships with colleagues or work collaboratively when required to do so.</li> <li>• deploy support staff in their lessons or seek advice from relevant professionals in relation to pupils with individual needs.</li> <li>• proactively seek to enhance their own professional learning or value the feedback they receive from more experienced colleagues.</li> <li>• communicate effectively with parents and carers in relation to pupils' achievements and well-being.</li> </ul>

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

Teachers 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, punctuality, and appropriate professional dress.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **All trainees to be awarded QTS will have demonstrated high standards of professional behaviour and 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 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.
- 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 equality legislation.
- They are aware of the professional duties of teachers as set out in the statutory *School Teachers' Pay and Conditions* document.

## At Risk Trainees

Any trainee who is judged at the interim point to be achieving criteria within the inadequate category (Grade 4) will be deemed to be 'at risk' and appropriate support procedures will be implemented by the Course Leader, working in collaboration with the mentor or supervising tutor. A rigorous process of target setting and action planning, along with appropriate adaptations to the balance of teaching and observation of practitioners, will be implemented to ensure the trainee makes the expected progress. In order to support the trainee, the procedure described below together with completion of the necessary documentation should be implemented.

### THE 'AT RISK' PROCEDURE

We aim to give our trainees the maximum support to enable them to be successful in completing their Practice. If a trainee is deemed to be 'at risk' when the interim grade is given an enhanced level of support automatically becomes available for the trainee and for the mentor / supervising tutor involved.

**We would ask that mentors alert the Course Leader as soon as possible if a trainee is potentially 'at risk' by telephone or by e-mail rather than solely via the interim grade report form.**

#### **Remediation: What should a mentor do if a trainee is causing concern?**

The following steps should be taken if, for any reason, a mentor becomes concerned about the performance of a trainee.

1. The matter should be raised with the trainee. Any areas of concern should be fully discussed and possible reasons for their occurrence explored. The trainee may need support in particular areas; s/he will also need clear targets to achieve, a date by which progress will be reviewed, and success criteria to judge whether sufficient progress has been made. Aim to keep the targets achievable and the time line fairly short so that rapid action can be taken if the situation does not improve.
2. The Professional Mentor should be involved from the start if a trainee is causing concern. This may simply involve informing them so that they are aware of the situation. It will involve the Professional Mentor observing the trainee and discussing the area(s) of concern with the trainee and the Partnership Trainer.
3. If the trainee does not show evidence of progress, then the Professional Mentor should contact the link tutor or the subject tutor to discuss the implementation of the formal 'At Risk'/Remediation procedure.
4. The 'At Risk'/Remediation procedure can also be instigated by the Edge Hill tutor, having made a visit and having discussed the area(s) of concern with mentors.
5. An 'At Risk'/Remediation meeting will be held between the Professional Mentor, the Partnership Trainer, the Edge Hill tutor and the trainee. At this meeting, the causes of concern will be discussed, targets and strategies will be agreed and all parties will complete and sign the **Practice "at risk"/Remediation Agreement**. A date for review or progress will be agreed at this first meeting (normally two weeks after the first meeting).

6. At the subsequent meeting, the trainee's progress will be reviewed. Where the targets have been met and there is satisfaction that the trainee is 'back on track', the 'At Risk'/Remediation process will be ended.
7. If there has been some progress but not sufficient to meet all of the targets, the period of 'At Risk'/Remediation may be extended.
8. Where there has been little or no progress, the Practice may be judged as being unsatisfactory (fail) and the Practice may be terminated. The trainee's progress then becomes a Programme management issue and will be considered at an Academic and Professional Review Meeting.

A recommendation in respect of the trainee will be made at the Academic and Professional Review Meeting. Trainees will be informed that failure to meet targets that have been set means that they will not be recommended for the award of Qualified Teacher Status.

**BSC (Hons) Secondary Education with QTS\***

**SUG2000 Professional Practice**

Trainee Teacher:

School:

Partnership Trainer:

Professional Mentor:

Subject Tutor:

Cause/s of concern	Date	PM/TT
Standards Ref.		
Procedures for "at risk"/Remediation Agreed		Date of Meeting:
Signed: Trainee Teacher: _____ Professional Mentor: _____ Partnership Trainer: _____ Subject Tutor: _____ (for Programme Leader/ Head of Area)  Date of "at risk"/remediation review:		

**BSC (Hons) Secondary Education with QTS\***

**SUG2000 Professional Practice**

Trainee Teacher:

School:

Partnership Trainer:

Professional Mentor:

Subject Tutor:

<b>Review of Progress</b>	
Date: _____	
<b>(A minimum of one week after the initial “at risk”/Remediation agreement drawn up – but normally after two weeks)</b>	
Standards Ref.	
<b>Recommendation (to be made at review)</b>	
Signed:	
Trainee Teacher: _____	Professional Mentor: _____
Partnership Trainer: _____	Subject Tutor: _____ (for Programme Leader/ Head of Area)