Wooff, David (2017) Edge Hill University Professional Practice Handbook (AY2017.18). Manual. Faculty of Education, Edge Hill University, Lancashire.

Downloaded from: http://sure.sunderland.ac.uk/id/eprint/10420/

Usage guidelines

Please refer to the usage guidelines at http://sure.sunderland.ac.uk/policies.html or alternatively contact sure@sunderland.ac.uk.

Edge Hill University

SUG3000 Professional Practice Handbook

BA/BSc (Hons) Secondary Education with QTS*

Full Time Programme

Year 3

2017-2018

Disability Support Services Statement

- **SpLD (Specific Learning Difficulties) Support Team**
- **Inclusion Team (Physical and Mental Health)**

Our approach is friendly yet professional and you can discuss your individual learning requirements in complete confidence. It is important to contact us as early as possible.

SpLD Support Team: Based in the University Library, 1st floor

You can contact us in relation to:

- SpLD assessments (Dyslexia, Dyspraxia)
- Specialist SpLD support
- Using assistive technology
- Applying for Disabled Students' Allowances (DSA)
- Visual stress / Meares-Irlen

The Inclusion Team: Based in the Student Information Centre (SIC), ground floor

If you have specific requirements due to a physical or sensory impairment, mental health/anxiety issues, health condition, an autistic spectrum condition, or needs emerge when you are studying here, we can advise you on:

- Applying for Disabled Students' Allowances (DSA)
- Specialist and/or personal support
- 'Reasonable adjustments' to learning, teaching and assessment
- Accessible facilities and equipment

SpLD Support Team

In person: University Library, Ormskirk, 1st floor
Tel: 01695 584372
E-mail: SpLD@edgehill.ac.uk

The Inclusion Team

In person: SIC, Ormskirk, ground floor
Tel: 01695 584190
E-mail: InclusionTeam@edgehill.ac.uk

Equality and Diversity – Policy Summary

Edge Hill University's vision is to 'provide an environment where everyone feels able to participate, contribute, enjoy and influence their experience; and where inclusive practices underpin everything we do. Respect for, and celebration of, individual diversity will shape institutional strategy, direction and behaviour.'

The University seeks to identify and eradicate any practice which discriminates on the basis of race, disability, sex, gender re-assignment, age , sexual orientation, marriage and civil partnership, pregnancy and maternity, religion, belief or none, or socio-economic background.

The University recognises that equality and diversity embraces all aspects of employment and service delivery including curriculum; teaching; learning and assessment; research issues; and extra-curricular activities.

The University makes it a condition of service and admission that staff and students adhere to the Equality and Diversity Policy. Any breaches of this are dealt with under the Staff or Student Disciplinary Procedures, as appropriate.

The University makes every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with Edge Hill University are aware of the policy. Discovery by the University of any inequitable policy or practice by them may result in Edge Hill University breaking links and ceasing to do business with them.

Edge Hill University widely distributes this policy summary and accompanying Equality and Diversity Policy throughout the University.

Making Contact

Students are encouraged to make any concerns known. The first point of contact for this is the Student Services Information Desk in the Student Information Centre on the Ormskirk campus (01695 584554, or student services@edgehill.ac.uk). The Student Information Officer will refer you on to an individual member of staff as appropriate.

A full copy of the Equality and Diversity Policy can be obtained from the Student Services Information Desk or from Edge Hill University's web site www.edgehill.ac.uk.

Contents

Welcome **4**

Contacts **8**

Secondary Area Partnership Training & Development 2016 – 2017 ..... Error! Bookmark not defined.

Trainee Identity ..... Error! Bookmark not defined.

Programme Overview and Professional Practice Overview and Expectations **10**

Assessment ..... Error! Bookmark not defined.

Exemplification 12

Intervention Plan 22

Roles and Responsibilities ..... Error! Bookmark not defined.

The Trainee ..... **Error! Bookmark not defined.**

The Professional Mentor ..... **Error! Bookmark not defined.**

The Curriculum Mentor ..... **Error! Bookmark not defined.**

The Edge Hill University Visiting Tutor ..... **Error! Bookmark not defined.**

Role of Partnership Quality Officer (PQO) ..... Error! Bookmark not defined.

Professional Practice Files ..... Error! Bookmark not defined.

Ofsted Inspection of Initial Teacher Training ..... Error! Bookmark not defined.

Planning and Assessment of Learners: ITT Teachers' Standards Assessment Criteria ..... Error! Bookmark not defined.

Quality Assurance ..... Error! Bookmark not defined.

Health and Safety ..... Error! Bookmark not defined.

Timetables **43**

Attendance Expectations ..... Error! Bookmark not defined.

Trainee 'At risk' ..... Error! Bookmark not defined.

Safeguarding – Management of a Cause for Concern **48**

Responding to Trainee Concerns ..... Error! Bookmark not defined.

ITT Teaching Standards (2012) ..... Error! Bookmark not defined.

APPENDICES ..... Error! Bookmark not defined.

Welcome and Thank You for taking on the role of Professional Mentor or Curriculum Mentor.

Your expertise and knowledge makes an enormous difference to the development of Edge Hill University's trainee teachers. We know that it is this collaborative training partnership between school/college and university which results in good and outstanding teachers who go on to make such a positive difference in children's lives.

The role is incredibly rewarding, but it is also hard work and this handbook will help you to understand the scope of the role, how to do it well and where to get help when you need it.

Throughout the year you will be invited to Conferences and Subject Networks at the university and will have contact with many tutors from Edge Hill University, please do make the most of these opportunities to discuss best practice, current priorities for the class room, and to enhance your own professional development.

What Ofsted said about the Edge Hill University ITT Partnership;

> *"The partnership's strongly collaborative ethos and shared vision for excellence in teaching and learning is producing a highly effective teaching force for local schools and for the north-west region."*
>
> *"The partnership is a rich and highly valued source of expertise and continuing professional development for teachers and trainees within and beyond the partnership. Its innovative programmes, often using new technology to support newly and recently qualified teachers and sustain and improve the quality of mentoring, are strengths of the provision."*
>
> *"Excellent support provided by course leaders and link tutors, especially for the development of trainees' subject knowledge."*
>
> *"High-quality training in behaviour management."*
>
> *"Very strong pastoral and academic support that tutors provide."*
>
> *"Pre-course and on-going subject enhancement courses are much valued by trainees and have a very positive impact on their teaching."*
>
> *"Feedback to trainees after lesson observations is detailed, helpful and underpinned by the Teachers' Standards."*

What our evaluation and feedback from mentors says …

Our partnership constantly feeds back on their experience of working with Edge Hill University trainee teachers. They have highlighted the value of the Edge Hill University partnership in their schools, commenting that:

- “Trainees use their up to date subject knowledge to enhance the planned curriculum and complement staff expertise
- The input of trainees facilitating and being involved in learning outside the classroom is invaluable
- Trainees help to organise curriculum enhancement (such as lunchtime clubs) and additional intervention (e.g. exam preparation)
- Paired placements can be very effective where trainees take (and alternate) lead and support roles
- Partnership provides opportunities to develop research led practice with lead researchers at the university”

School partners also emphasise the value of Edge Hill University partnership for their own professional development:

- “The partnership provides some great opportunities
- A collaborative training partnership gives school partners an opportunity to share their expertise with trainees (e.g. in delivering a lead lecture at the University) and may lead to enhanced career progression or evidence during performance review
- The university can provide expertise to deliver CPD in schools”

Thank you again for becoming an integral part of our successful training partnership.

Dr Phil Rigby
Head of Secondary and Further Education

What our partners say …

"It is a real privilege to have the opportunity to work alongside Edge Hill University to support trainees, newly qualified teachers and early career stage teachers in their work with young people. As professionals we firmly believe that children and young people deserve the best quality education we can provide for them and, to realise this, it is vital that we invest time and energy into the very people responsible for their education. Through the collaboration of our partnership we have seen some phenomenal people trained as teachers and our staff have been involved in every aspect of the process.

Our teachers love to gain knowledge and insight, whilst providing the vital current school experience, during the interview process where they consider candidates with members of the university team. They also relish the opportunity to share expertise in the classroom and when presenting to groups and cohorts on campus; this is rewarded as they gain from new ideas and innovative approaches through their work with trainees and recent entrants to the profession.

In a climate of continual change and renewal, we recognise the strength of our partnership and are confident that, together, we will continue to support teachers in their quest to become absolutely the best they can be for their students".

Paul Livesley
Deputy Headteacher
Lathom High School

Contacts

Administrative Staff

Professional Support Team	secondarypartnership@edgehill.ac.uk	01695 584281 01695 584877 01695 584711

Management of the Secondary Area

Phil Rigby	Head of Secondary and Further Education	01695 584824	rigbyp@edgehill.ac.uk

Placement Leader

David Wooff	Secondary Undergraduate Year 3 Leader	01695 657183	wooffd@edgehill.ac.uk

Course Leaders

David Wooff	Design and Technology Course Leader	01695 657183	wooffd@edgehill.ac.uk
Michaela Smith	English Course Leader	01695 650921	Smithm@edgehill.ac.uk
Ghada Nakhla	Mathematics Course Leader	01695 657380	ghada.nakhla@edgehill.ac.uk
Shirley Hindley	Modern Languages Course Leader	01695 657829	Hindleys@edgehill.ac.uk
Paul Smalley	Religious Studies Course Leader	01695 654383	Smalleyp@edgehill.ac.uk
Tony Liversidge	Science Course Leader	01695 584552	Liversia@edgehill.ac.uk

Secondary Education – Our Vision

Programme Overview and Professional Practice Overview and Expectations

This schedule should be adapted to fit Trainees' needs and school circumstances. **Please note that this placement is assessed against the Teachers' Standards (2012)**			
Date	**Teaching Role**	**Observations / Preparation**	**Portfolio of Professional Development (PPD)**
Induction and Preparation			
15th January 2018 **to** **26th January 2018**	No formal role during observation weeks, although trainees should be encouraged to support mentors and teachers in lessons.	**Induction** – Trainees are inducted into the school's policies, practice and ethos. They familiarise themselves with routines and expectations and meet key personnel. Their timetable is negotiated based on their end of PP1b targets and they meet the classes and teachers with whom they will be working. Trainees prepare planning for first week.	**Trainees MUST send a copy of their timetable to their course leader - by hand, by post or by email.** They take the opportunity to enter relevant evidence into their Portfolios based on their experiences during the preparation days in the context of this new school setting.
PP2 School Experience			
29th January 2018 **to** **20th April 2018**	Trainees are required to teach about 70% of a normal teaching load (approximately 14-15 hours). They should fully engage with the process of planning, delivering and evaluating lessons under the guidance of the Curriculum Mentor. At this final stage, it is also appropriate for them to team teach and support small groups e.g. revision/booster/master classes.	Trainees focus on the individual classes and pupils they will be teaching and produce clear, detailed lesson plans. Trainees to submit lesson plans to CM/ Teacher 48 hours prior to all lessons. They use the departmental assessment system to regularly mark pupils' work and set targets for improvement. **It is still appropriate for trainees to observe some classes according to trainee need and by negotiation between trainee and Curriculum Mentor.**	The main aims of the PP2 experience centre around trainees developing greater professional autonomy and refining their understanding of effective teaching, learning and pupil formative and summative assessment. Trainees should show reflections upon and evaluations of practice with clear evidence to show how the Standards are being addressed and how the evaluative process is informing self-improvement and pupil learning.

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

DOCUMENT	NOTES	WHEN
Health and Safety	Professional Mentor completes at beginning of academic year and returns to Partnership Office, Edge Hill University.	At beginning of academic year **September 2017**
Trainee Timetable	Trainee must ensure that Edge Hill Tutor receives two copies as soon as timetable is in place.	Before start of block placement **By 26th January 2018**
Observation of Professional Practice Record	CM and other colleagues use university forms to record observations and discussions with Trainee. Filed in trainee placement file.	Observation at least once a week **Between 29th January and 20th April 2018**
Continuation Sheet	Additional sheet to support Lesson Observation record. Filed in trainee placement file.	Observation at least once a week **Between 29th January and 20th April 2018**
Joint observation box on Observation of Professional Practice Record	University subject tutor required to carry out joint observation with CM for moderation	One observation during placement **Between 29th January and 20th April 2018**
Record of Professional Mentor Meetings	Trainee completes; PM signs and adds relevant comments.	Weekly throughout placement **Between 22nd January and 20th April 2018**
Record of Curriculum Mentor Meetings	Trainee completes this; CM signs and adds relevant comments.	Weekly throughout placement **Between 22nd January and 20th April 2018**
Interim Assessment	PM and CM confer to complete this interim assessment for trainees. This form is used for monitoring purposes and flagging up Trainees' strengths and areas for development.	By **Friday 2nd March 2018**
End of Professional Practice Report	Trainee completes using the strengths and targets for improvement highlighted on observation forms. PM, CM add comments Completed form is reviewed with trainee, CM and university subject tutor at triangulation meeting. This must be finally signed by PM, CM, 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 on 27th April 2018 or within one week of completing placement. Documentation usually completed and signed off with Visiting Tutor during final two weeks of placement **by 20th April 2018**
Trainee placement Evaluation	Trainee completes this and submits to Course Leader	End of placement **Submitted on 27th April 2018**
Curriculum Mentor's Evaluation Sheet	CM completes this. Trainee hands it to Edge Hill Tutor.	End of placement. **Completed by 27th April 2018**

Assessment and Grading Guidance

Our Vision

Placing the learner and the trainee at the heart of teacher education and training[1].

Edge Hill University's Faculty of Education Partnership is a learning community of schools, colleges and settings working collaboratively with the University to design and deliver high quality training and education, which prepares trainee teachers to become outstanding practitioners, focused upon the learning and progress of all learners.[2]

Our partnership will work with trainees from the point of interview in order to realise the trainees' potential in becoming good and outstanding teachers. All trainees are expected to make a positive contribution to learning from the beginning of their programme; with the learner, and the highest expectations for learning and development, as central to the training programme. Trainees have the opportunity to train in a variety of exciting, challenging and innovative schools, colleges and settings across the partnership, learning first-hand from experienced teachers. Our holistic training programme puts the well-being of the trainees and the learners they teach at its heart. This training programme should be seen as the first part of a teacher's professional development and our partnership is committed to ensuring a smooth and successful transition to NQT induction.

Reaching an assessment judgement about a trainee's attainment against the Teachers' Standards

This guidance is designed to provide support to all members of the Edge Hill University ITT Partnership in ensuring accuracy and consistency in the assessment of trainees.

Assessing trainees: important considerations

Remember the training programme is the first part of a teachers' professional development and we are committed to ensuring a smooth and successful transition to NQT induction.

A. *The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils/learners*. ('Initial teacher education inspection handbook,' March 2015, Paragraph 125).

[1] National Association of School Based Teacher Trainers (NASBTT), Training and Assessment Toolkit
[2] Learners refers to all stakeholders: trainee teachers, pupils, adult learners and mentors

B. When assessing the quality of trainees' teaching over time, reference should be made *to the Teachers' Standards in full* ('Initial teacher education inspection handbook,' March 2015, Paragraph 126). The bulleted sub-headings should be used to:

- track progress against the Teachers' Standards;*
- determine areas for additional development;*
- identify strengths which indicate excellent practice;*
- enable the identification of aspects of, for example, outstanding practice for Good (grade 2) trainees and good practice for trainees with Meeting Expectation (grade 3) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards.

* 'Initial teacher education inspection handbook,' March 2015, Paragraph 129, paraphrased.

C. The Standards need to be applied as appropriate to the role and context within which a trainee is practising. Providers of initial teacher training (ITT) should 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 QTS.' ('Teachers' Standards,' Paragraph 6).

D. Trainees' teaching over time should be assessed in relation to:

- the impact they have on the progress and learning over time of the pupils for whom they are responsible;
- the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers' Standards and not on individual lessons**.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.

E. Assessment **must** be informed by evidenced, professional judgements, which are accurate and rigorous. Judgements need to be based on the quality of the trainees' teaching overall and reflect their impact on pupil progress and learning over time. Weaknesses or strengths in some of the Teachers' Standards may have significant impact on performance in others. **It is essential that all grades, comments (regarding trainee and pupil progress and learning) and targets are aligned with the grade descriptors for the grade being awarded.**

The Teachers' Standards: using the Assessment and Grading Criteria (see appendices)

The Assessment and Grading Criteria are presented as a practical interpretation of the criteria for individual trainee's assessment linked to the bulleted sub-headings for each Standard.

The Assessment and Grading Criteria also reference the Ofsted criteria for judging the quality of outcomes for trainees as set out in the 'Initial teacher education inspection handbook' (March 2015).

The Teachers' Standards provide a benchmark of the minimum requirements for recommendation for QTS that should be expected of trainee teachers by the end of their training. It is expected however that all trainees exceed the minimum level and will exceed the Teachers' Standards at a Good (grade 2) or Outstanding (grade 1) level by the end of their training, with no trainee identified as simply Meeting Expectations (grade 3).

The Assessment and Grading Criteria should be used formatively by those assessing trainees to help track progress against each Standard, to determine areas where additional development might be required, where an intervention needs to be in place, or to identify areas where a trainee is already exceeding the Standards beyond the minimum level. Using the descriptors from the start of the programme inevitably means that trainees may attain lower grades in the early stages of their training. This approach provides an opportunity to map the trainee's progress, highlight priorities for professional development, support target setting and provide the trainee with a clear pathway to reach their potential.

Guidance for Part two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

Much of the evidence for this section will be found in other Standards and evidence specific to this section will be exemplified on a day-to-day basis. Please note that additional evidence does not need to be collated for this Standard.

Trainees should normally be evidencing Personal and Professional Conduct at an excellent level to be Outstanding (grade 1). Trainees should be evidencing Personal and Professional Conduct at a consistently high level to be Good (grade 2).

The weekly tutorial and observations of professional practice

The weekly meeting that the Mentor has with their trainee is a training session in which the Mentor should**:**

- Review the observation of professional practice and teaching and learning (the time to be devoted to observation will vary from trainee to trainee, and according to their circumstances and needs, and the school / college timetabled lesson length)

- Review pupils' progress and the impact that the trainee is having on the learning (including discussions with pupils, observation of pupils' responses in lessons and in their work books; gathering of evidence from the trainee)

- Talk to the TA, or other adults the trainee has worked with

- Review pupils' work books, including a consideration of the impact of trainee's feedback and marking)

- Read the trainee's files (e.g. planning and evaluation files, including evidence of the trainee's own progress over time; assessment files, including records and evidence of pupils' progress over time)

- Discuss the trainee's progress against targets, including the trainee's self-assessment

- Highlight the trainee's achievement on the Assessment and Grading Criteria grid

- Complete a minimum of one formal Observation of Professional Practice form per week

- Signpost and deliver training against targets and ensure appropriate interventions, so that the trainee can address the targets

This meeting should be recorded on the **Weekly Meeting / Tutorial Record.**

The Observation of Professional Practice Form, which includes the Assessment and Grading Criteria grid, should be completed in the following way:

1. The trainee's current targets should be written on page 1 of the proforma (these should be taken from the current targets that the trainee is working on). Progress against these targets should be summarised, together with the focus for the lesson to be observed, its planned impact on pupil progress and the proposal focus for the evaluation. These 5 sections can be completed by either the mentor or the trainee.
2. The Mentor should highlight for each Standard descriptor the aspects that are achieved in the lesson, so that the trainee is aware of the level s/he is currently operating at. **The main focus of the lesson observation is the impact that the trainee's teaching is having on the learning and the progress in the lesson.**

3. The Mentor should then reflect upon the evidence of the impact that the trainee's teaching is having upon the children's learning and the progress they are making. Using all the evidence from the lesson observed, from the trainee's files, from pupils' books, and from relevant discussions, the Mentor should identify **key strengths** and **areas to develop**, linked to relevant Standards, using the Assessment and Grading Criteria as a reference.
4. Targets for the trainee to work on over the coming week should be identified; these should be referenced to the Standards, should identify both generic and subject specific targets, and a clear indication of how the trainee can achieve these should be shared.
5. If any of the descriptors are highlighted in the Inadequate (grade 4) column this should be indicated on the proforma and the trainee's Visiting Tutor should be contacted immediately so that appropriate remediation can be instigated as soon as possible.
6. If a trainee is identified as only Meeting Expectations. (grade 3) during Professional Practice phase 2, the Visiting Tutor should be contacted immediately so that, depending on the stage of training, Meeting Expectations (grade 3) intervention strategies can commence.
7. One copy of the proforma should be given to the trainee and one copy should be retained by the Mentor.
8. It is the responsibility of the Visiting Tutor to review the completed Observation of Professional Practice Forms and to input the grades awarded on to the database.

Interim Assessment

At the mid-point, the interim review meeting replaces the weekly meeting. A joint observation of, and triangulation meeting with, the trainee by the Mentor and Visiting Tutor takes place. Interim grades against each Standard are agreed and targets are reviewed and agreed. At the interim review, the trainee is also given an overall interim grade based upon their Standards grades.

The sources of evidence to be used are the same as those set out in the weekly training section above.

For every standard, there should be an agreed grade based on a 'best fit'; (i.e. the majority of the characteristics for that Standard being evidenced at that particular level).

The Mentor should complete the Interim Assessment Form indicating the current grade for the trainee and a target grade (as indicted on the interim report form) for the trainee by the end of their training, based on the evidence and the potential of the trainee. Upon completion, the Interim Assessment Form should be emailed, within 24 hours, by the Mentor to SecondaryPartnership@edgehill.ac.uk

Summative Assessment of each Professional Practice

At the end of each Professional Practice a triangulation meeting replaces the weekly meeting. A joint observation of, and meeting with, the trainee by the Mentor and Visiting Tutor takes place. Grades against each Standard are agreed and targets are reviewed and agreed. The trainee is also given an overall grade based upon their Standards grades.

The sources of evidence to be used are the same as those set out in the weekly training section above.

When preparing a summative report it is essential that there is a clear alignment between the overall grade awarded, the Standards' grades awarded, the related commentaries and the targets which are set.

The final grade for Professional Practice 2 will be awarded as follows:

Outstanding (grade 1)

All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct. ***Much of the quality of trainees' teaching over time is Outstanding (grade 1) and never less than consistently Good (grade 2).***

For a trainee's final grading to be 1:

- pupil progress and learning over time must be good or better than expected;
- a minimum of five Standards must be graded 1 overall;
- there can be no grade 3 or 4 for any Standard.

Good (grade 2)

All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in some of the Standards for teaching and all related to their personal and professional conduct. ***Much of the quality of trainees' teaching over time is Good (grade 2); some is Outstanding (grade 1).***

For a trainee's final grading to be 2:

- pupil progress and learning over time must be at least as expected;
- at least five Standards must be graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- there can be no grade 4 for any Standard.

The Mentor should complete the **End of Professional Practice Report** form indicating the final overall grade for the trainee. Upon completion of this it should be emailed, within 24 hours, by the Mentor to SecondaryPartnership@edgehill.ac.uk in order that the information can support completion of transfer information to be shared with employers.

The triangulation meeting will normally take place when the trainee has reached a Good (grade 2) or Outstanding (grade 1) level in their teaching. The timescale for this meeting will be identified in the Professional Practice handbook, however, a different date may be agreed for some trainees which will be agreed between the Mentor, the Visiting Tutor and the trainee.

Trainee requiring improvement to become Good (grade 2)/Outstanding (grade 1)

Any trainee in this category (grade 3) from the end of Professional Practice 1 onwards needs to be considered as a cause for concern as early as possible. As soon as a potential grade 3 trainee is identified the relevant supervising staff must be alerted and immediate intervention, including sharply focused short and longer term targets for the trainee, should be agreed and recorded on the Intervention Plan (see appendix 2). Explicit training actions should be defined, monitored and recorded; and weekly updates maintained. The interventions to secure progress will be entirely dependent upon the trainee's individual needs but may include: tutorial meetings, bespoke training sessions, observation of outstanding practitioners, and additional professional practice training days. A trainee who reaches the end of Professional Practice 2 at grade 3 level may be able to extend or resit their PP2 to support further development.

Exemplification

Outstanding (grade 1)

To be graded Outstanding (grade 1) overall the trainee must be graded Outstanding (grade 1) in five of the Teachers' Standards, this must include TS2. The remaining four Standards must be Good (grade two) or higher to be Outstanding (grade 1) overall.

Example:

Standard	Grade Given Example A	Overall Grade Given
TS1	1	
TS2	1	This trainee would be Outstanding (grade 1) - five Standards
TS3	2	are graded Outstanding (grade 1), as is TS 2. No Standards
TS4	1	are below Good (grade 2).
TS5	1	
TS6	2	For a trainee teacher to be graded Outstanding (grade 1)
TS7	1	they need to consistently be Good (grade 2) or better.
TS8	2	

Good (grade 2)

For a trainee to be graded Good, (grade 2) they must achieve a Good (grade 2) in 5 of the Teachers' Standards, including TS 2. For any TS graded as grade 3 the trainees must show they have achieved elements of Good (grade 2) within the Assessment and Grading criteria. **No grades can be Inadequate**

Standard	Grade Given Example B	Overall Grade Given
TS1	2	This trainee would be awarded a Good (grade 2) if, through conversation with their Mentor, they could prove they had achieved elements of Good (grade 2) within TS 8.
TS2	1	
TS3	2	
TS4	1	
TS5	1	
TS6	2	
TS7	2	
TS8	3	

Standard	Grade Given Example C	Overall Grade Given
TS1	2	This trainee can be awarded a Good (grade 2) as five Standards are graded Good (grade 2).
TS2	2	
TS3	2	
TS4	2	
TS5	1	
TS6	2	
TS7	1	
TS8	1	

Standard	Grade Given Example D	Overall Grade Given
TS1	2	This trainee could be awarded a Good (grade 2) overall as the core Standard, TS 2, is graded Good (grade 2) and they have five Standards at Good (grade 2), or higher. We would expect the trainee to be able to demonstrate they have achieved elements of Good (grade 2) within the Standards at grade 3.
TS2	2	
TS3	2	
TS4	1	
TS5	1	
TS6	3	
TS7	3	
TS8	3	

Meeting Expectations (grade 3) this grade is at the very minimum expectation for Phase 2 (final Professional Practice); therefore the trainee will require grade 3 intervention.

For a trainee to be graded as simply Meeting Expectations (grade 3), they will not have 5 or more higher grades, they are likely to have a combination of grades. They cannot be ME (grade 3) if they are graded inadequate (grade 4) in any Standard; this is a fail.

Standard	Grade Given Example E	Overall Grade Given
TS1	3	This trainee would be Meeting Expectations (grade 3); they do not have 5 or more higher grades.
TS2	2	
TS3	2	
TS4	3	
TS5	3	
TS6	3	
TS7	3	
TS8	2	

Inadequate (grade 4): failure to pass Professional Practice

Standard	Grade Given Example G	Overall Grade Given
TS1	2	This trainee would not be awarded a pass grade in this Professional Practice as one Standard has not been demonstrated at an adequate level.
TS2	2	
TS3	2	
TS4	2	
TS5	2	
TS6	2	
TS7	Inadequate	
TS8	2	

Intervention Plan

Name of Trainee:	Name of Mentor:
Programme:	Name of Visiting Tutor
Professional Practice:	Name of school, college, setting:

Target	Teachers' Standards Reference	Actions	Update (include date)

Signed: _____ **Date:** _____

Trainee

Signed: _____ **Date:** _____

Visiting Tutor

ITT TEACHERS' STANDARDS ASSESSMENT CRITERIA
PART ONE: TEACHING

TS1. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They constantly motivate pupils to participate and contribute in an atmosphere highly conducive to learning. • They consistently set high expectations which challenge all pupils in different training contexts. • There are high levels of mutual respect between the trainee and pupils. • They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. • They generate high levels of enthusiasm, participation and commitment to learning.	• They are reliable in motivating pupils to participate and contribute in an atmosphere conducive to learning. • They consistently set high expectations of pupils in their different training contexts. • They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. As a result of this most learners are enthused and motivated to participate.	• They are able to motivate pupils to participate and contribute in an atmosphere conducive to learning. • They have set appropriately high expectations, believing that all pupils have the potential to make progress. • They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. • They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. • They demonstrate enthusiasm for working with children and young people and for teaching and learning.	**They do not:** • encourage pupils to participate and contribute in an atmosphere conducive to learning. • set appropriately high expectations to allow all pupils to reach their full potential. • develop a rapport with individuals and groups. As a consequence of this most pupils are not fully engaged in their learning. • demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. • demonstrate enthusiasm for working with children and young people and for teaching and learning.

TS2. 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: **OUTSTANDING - MEETING STANDARDS AT A HIGH LEVEL**	**Grade 2:** **GOOD - MEETING STANDARDS AT A GOOD LEVEL**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They assume a high level of responsibility for the attainment progress and outcomes of all pupils they teach. • They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time. • They are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. • They actively promote engaging and effective methods that support pupils in reflecting on their learning. • They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment, which has been obtained through systematic and accurate assessment. • They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.	• They assume responsibility for the attainment, progress and outcomes of the pupils they teach. • They demonstrate a sound understanding of the need to develop pupil learning over time. • Their short- and medium-term planning consistently takes into account the prior learning of the pupils. • They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. • They use their knowledge of effective teaching strategies to encourage independent learning • They set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils make good progress.	• They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. • Their short- and medium-term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. • They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. • When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. • They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. • They plan teaching and learning activities that encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.	**They do not:** • assume responsibility for the attainment, progress and outcomes of the pupils they teach. • demonstrate understanding of the need to develop pupil learning over time. • takes into account the prior learning of the pupils. • 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. • encourage independent learning. • set appropriately challenging tasks that enable the learners to make progress. As a result the majority of pupils fail to make good progress.

TS3. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• 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. • They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. • They are astutely aware of their own development needs in 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. • They model very high standards of written and spoken communication in all professional activities. • They successfully identify and exploit opportunities to develop learners' skills, in communication, reading, writing and mathematics.	• 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. • They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. • They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. • They model good standards of written and spoken communication, and mathematical skills, in all professional activities and encourage and support learners to develop these skills in their lessons.	• 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. • 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. • They are able to respond appropriately to subject-specific questions learners ask. • They use subject-specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. • They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. • They 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.	**They do not:** • have sufficient knowledge and understanding of the relevant subject/curriculum areas and subject specialism they are training to teach. • make use of their curriculum and pedagogical subject knowledge or address common errors and misconceptions effectively in their teaching. • 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. • model good standards of written and spoken communication in all professional activities or encourage and support learners to develop these skills in their lessons.

TS4. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests. • They select and use new technology to effectively support learning. • They are highly reflective in critically evaluating their practice. • They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. • They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.	• They show a willingness to try out a range of approaches to teaching and learning, including the use of new technology. • They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. • They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. • They make a positive contribution to the development of curriculum and resources in their placement settings.	• They employ a range of teaching strategies and resources. • They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. • When teaching they maintain the pace of the learning, are able to respond flexibly to what is happening in the classroom and have the confidence to adapt their teaching in order to respond to the needs of the learners. • They can create an environment in which the learners are usually engaged. • They understand how homework or other out-of-class work can sustain learners' progress and consolidate learning, and can design and set appropriate tasks. • They review and reflect on their own planning and teaching to prepare future activities and tasks 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.	**They do not:** • show a willingness to try out a range of approaches to teaching and learning. • plan lessons that take account of the needs of groups of learners and individuals. • review and reflect on their own planning and teaching. • make positive contribution to the development of curriculum and resources in their practice settings.

TS5. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• 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. • They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners. • They are able to use effective strategies to support the learning and progress of all pupils, including those eligible for the pupil premium.	• They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. • They know how to secure progress for learners and how to identify when groups and individuals have made progress. • They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. • They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.	• They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. • They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. • They show awareness of how children and young people develop and take account of this in their teaching. • They have some understanding of the challenges and opportunities of teaching in a diverse society. • They have a developing understanding of the needs of all pupils and are able to articulate distinctive teaching approaches and strategies needed to engage and support pupils with particular needs, including EAL and SEND, and pupils from minority ethnic backgrounds. • 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.	**They do not:** • adapt their teaching to meet the needs of the individual or groups of learners to support progression. • recognise potential barriers to learning or how to support with the appropriate deployment of available support staff.

TS6. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They can confidently and accurately assess pupils' attainment against national benchmarks. • They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. • They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. • They assess learners' progress regularly and work with them to accurately target further improvement and secure appropriate progress.	• They are able to assess pupils' attainment accurately against national benchmarks. • They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. • They maintain accurate records of pupils' progress and use these to set appropriately challenging targets. • They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.	• They have a secure understanding of the statutory assessment requirements for the subject/curriculum in the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. • Their planning is characterised by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. • They deploy these strategies effectively in lessons, both to evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice when necessary. • They understand how school- and pupil-level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. • With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. • They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.	**They do not:** • 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. • make use of formative and summative assessment strategies, in their planning , to support pupils in making progress. • evaluate the impact of teaching on the progress of learners and as a basis for modifying their teaching and classroom practice. • know how school- and pupil-level summative data are used to set targets for groups and individuals. • monitor pupil progress and maintain accurate records, even with guidance from experienced teachers. • mark pupils' work constructively and provide appropriate oral feedback to pupils.

TS7. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. • They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. • They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. • They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. • They understand how to tackle bullying, including cyber and prejudice-based bullying.	• 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. • They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. • They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. • They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.	• 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. • They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. • They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning. • They understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated. • They recognise that planning appropriate lessons 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. • 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. • They understand that behaviour management is context-dependent and are able to articulate which factors may contribute to more challenging behaviour being exhibited within their classes.	**They do not:** • work within the school's framework for behaviour or apply rules and routines. • have high expectations or understand the strategies that experienced teachers use to promote positive behaviour. • manage behaviour effectively or encourage learners to demonstrate positive attitudes towards the teacher, their learning and each other to allow lessons to flow smoothly. • seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.

TS8. 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**	**Meeting Expectation**	**INADEQUATE - FAILING TO MEET THE STANDARDS**
• They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. • They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. • They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. • They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. • They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being when required to do so formally, but are also proactive in communicating in relation to individual pupils' emergent needs.	• They are proactive in seeking out opportunities to contribute to the wider life and ethos of the school. • They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. • They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. • They are 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. • They communicate effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being. • They assume some responsibility for doing so in response to individual pupils' emergent needs.	• They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. • They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. • They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of pupils. • They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. • They seek out and are responsive to advice from more experienced colleagues. • In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. • They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being. • They communicate effectively at set points in the school year, including at parents' evenings and through written reports. • They understand the need to communicate at other points in response to individual pupils' emergent needs.	**They do not:** • seek opportunities to contribute to the wider life and ethos of the school. • build professional relationships with colleagues or work collaboratively when required to do so. • deploy support staff in their lessons or seek advice from relevant professionals in relation to pupils with individual needs. • proactively seek to enhance their own professional. learning or value the feedback they receive from more experienced colleagues. • communicate effectively with parents and carers in relation to pupils' achievements and well-being.

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.

Information for Trainers in School: Overview

Roles and Responsibilities

The successful delivery of high quality school-led teacher training depends on an effective partnership, where each participant has clear and well understood roles and responsibilities.

In Secondary ITT the main participants are the:
- Professional Mentor
- Curriculum Mentor
- Trainee
- Edge Hill University Visiting Tutor
- Partnership Quality Officer

A summary of each of the roles and responsibilities follows below.

Information for Setting Lead/Professional Mentor

The Professional Mentor

The Professional Mentor has overall responsibility for trainees during their practice, liaising with Edge Hill University's Partnership Quality Officer and with Curriculum Mentors, co-ordinating the practices and monitoring the professional development of trainees.

In ITT partnership schools/colleges/settings, the Professional Mentor will:
- Ensure that trainees receive an appropriate induction; including health and safety and safeguarding as detailed in the Professional Practice Handbook;
- Provide trainees with timetabled opportunities to train with learners across the age and ability range as required for the type of practice and the training needs of each trainee;
- Enable trainees to access professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, staff development events, parents' evenings and extra-curricular activities;
- Monitor and assess trainee performance against the Teachers' Standards (2012);
- Ensure any cause for concern is identified and communicated to Edge Hill University tutors;
- Support the Curriculum Mentor through the 'at risk'/remediation procedure;
- Participate in the 'at risk'/remediation procedure, on behalf of the school/college, for a trainee who is identified as being at risk of failure;
- Be responsible for coordinating the end-of-practice report writing and authoring the professional attributes section;
- Liaise with Partnership Quality Officers and external examiners;
- Provide an agreed programme of training seminars on whole-school/college/setting priorities and initiatives;
- Monitor the observation of trainees on practice as appropriate; supporting new Curriculum Mentors, engaging 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 Curriculum Mentors return the interim grade form to Edge Hill University;

- Coordinate the work of Curriculum Mentors, ensuring that the training entitlement is met;
- Ensure that support mechanisms are in place for the trainee;
- Coordinate the review process for end-of-practice report writing and the completion and collation of final evaluation reports;
- Ensure all Curriculum Mentors are trained prior to mentoring Edge Hill University trainees and that they are updated every two years;
- Keep a record of all Curriculum Mentor details, confirmation of training undertaken and dates
- Maintain a file containing all relevant documentation for practice, including all trainee information, observations, reports and 'at risk' documentation, if relevant ;
- Ensure that Faculty priorities are shared with all Curriculum Mentors.

Information for the Curriculum Mentor

The Curriculum Mentor

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

In an ITT partnership professional practice, specific responsibilities include:

- Providing a trainee with an appropriate compliant teaching timetable;
- Observing a trainee 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 PP1b and PP2);
- Ensuring that at least one joint observation is completed with the Edge Hill University Visiting Tutor;
- Monitoring and assisting a trainee in reviewing and recording their progress and achievement and supporting their progress through target-setting activities;
- Assessing trainee performance against the Teachers' Standards (2012);
- Completing an interim grade report and ensuring it is communicated to the relevant course leader;
- Writing 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 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 Visiting Tutor are informed so that an 'at risk'/remediation procedure can begin;
- 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.

Information for Visiting Tutors

The Edge Hill University Visiting Tutor

The Edge Hill University Visiting Tutor works with Curriculum Mentors to supervise and support the professional development of trainees on professional practice.

In an ITT partnership practice, their specific responsibilities include:

- Monitoring the progress of the trainee through regular contact with Curriculum Mentors;
- 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 Curriculum Mentor assessments and supporting as appropriate (including joint observations);
- Providing guidance and support to trainees;
- Representing the Faculty in the 'at risk'/remediation procedures for a trainee during PP1b and Professional Practice 2 experiences.

Information for Trainees

The Trainee

The trainee is at the centre of the training process and is expected to be proactive, not only in identifying their training needs but also in actively engaging in critical reflection and target setting, resulting in value added progress.

All trainees must sign and adhere to the 'Professional Code of Conduct for ITT Trainees', which they sign as they begin their programme at Edge Hill University.

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;
- Adhere to institutional policies and procedures;
- Maintain appropriate professional standards (including dress and demeanour);
- Reflect upon their progress and targets set with mentors at agreed times;
- Take a positive approach to feedback;
- Ensure that their portfolio of professional development is maintained;
- Take a full and active part in the wider aspects of a teacher's role;
- Engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead.

Role of Partnership Quality Officer (PQO)

The Partnership Quality Officer is a key quality assurance role in the Edge Hill University ITT Partnership. A Partnership Quality Officer is identified for a group of schools, colleges or settings and makes contact with them via a visit or a telephone call to ensure that all trainees are receiving their entitlement to training, that the training they are receiving is high quality and that all expectations are being met by the school, college, setting. They ensure that there is consistency in training across the ITT Partnership and identify any effective practice that can be shared across the Partnership.

The Partnership Quality Officer responsibilities include the following:

- Working with a designated group of identified partner schools, colleges, settings (cluster) to assure and enhance the quality of the professional practice and the training for Edge Hill University (EHU) trainees in each school, college, setting
- Sharing the vision and priorities of working in Partnership with the identified contact in each school, college, setting
- Taking responsibility for the knowledge EHU holds on each school, college, setting
- Working with the identified contact in each school, college, setting to ensure that the partnership agreement is signed and fulfilled appropriately
- Ensuring all trainees are receiving their support entitlement from all the Edge Hill University Partnership Trainers/Mentors
- Supporting and quality assuring the delivery of school based training provided by the Professional Mentors
- Identifying any trained/ untrained EHU Partnership Trainers , when they were trained and by whom, and take appropriate action
- Arranging a once termly visit or phone call, depending on whether a trainee/s are in the setting, to schools, colleges, settings on their cluster list to meet with the identified contact in each school, college, setting and trainees
- Providing update training to identified contact in each school, college, setting on the allocated cluster list
- Signposting staff to the relevant departments within EHU for Professional Development and School Improvement
- Supporting the completion of the requests for offers that each setting completes
- Checking the Partnership database, prior to a PQO visit
- Being the point of contact between the school, college, setting and EHU for additional professional practice requests
- Liaising with Central Student Recruitment to share key messages about working in partnership with EHU
- Completing a full report, termly, on schools, colleges, settings within the allocated cluster
- Retaining a paper copy and submit an electronic copy of the report within 1 week of the visit to Secondarypartnership@edgehill.ac.uk

Any issues or concerns identified are addressed by either the PQO, the Professional Support Team or the Course Leader as appropriate.

OFSTED Information

Ofsted Inspection of Initial Teacher Training

The inspection process is a two part process and the University and its Partnership will have two days' notification of an Ofsted Inspection.

Stage One – can take place at any point during the summer term; with a focus upon the quality of training and observations of trainees' teaching (final year trainees) and learners' progress.

Stage Two – will occur in the autumn term, following the completion of the training programme and will focus on the quality of NQTs'/Former Trainees' teaching and learners' progress as a result of the training provided by the Partnership.

The Inspection of ITT will focus on three key areas of judgement:

- Outcomes for Trainees
- Quality of Training across the Partnership
- Leadership and Management of the Partnership

Inspection activities will include:

- Observation of trainees teaching and learners' progress
- Discussion with trainees
- Observation of school-based mentors
- Discussion with school-based mentors
- Observation of university-based teaching sessions
- Discussion with university tutor teams
- Discussion with NQTs/former trainees

As a Curriculum Mentor or Professional Mentor your discussion with Ofsted Inspectors will focus on the following:

- ✓ Have you been trained by Edge Hill University's partnership to undertake your role as a school-based mentor?
- ✓ When were you last trained?
- ✓ What are the Secondary Area's current priorities for improvement?
- ✓ How well do trainees attain in your school/college/setting?
- ✓ How is the trainee you are currently training progressing? What grade is s/he currently operating at and what are his/her current targets?
- ✓ How is your voice heard within the Edge Hill University partnership?
- ✓ How effective is the communication from the university?

- ✓ How do you evaluate the training that takes place in your school/college/subject and what is the improvement process that is undertaken?

If you need any help, advice or support with this aspect of the training partnership please contact secondarypartnership@edgehill.ac.uk and a member of the team will be in touch.

The Secondary Area website has details of all training events, Subject Networks and access to the Online Training Package. You will also find our current Improvement Priorities for the Secondary and Further Education Department.

Quality Assurance

External Examiner(s)

Degree awarding bodies are responsible for the quality of their educational programmes and the standard of the awards to which they lead; and the external examination system within UK higher education is one of the principal means for assuring both.

Within the Faculty of Education we work with External Examiners and External Consultants; both of these roles are taken by experts in their subject, or field of work. The External Examiner is a colleague from another Higher Education Institution, and the External Consultant is a colleague from a setting, school or college. External colleagues are independent experts who have no significant prior association with the programme team.

Our External Examiners are valued partners at Edge Hill University and the work they undertake allows programme teams to be assured of the quality of the programmes delivered and, at the same time, supports programme teams in identifying enhancement opportunities in order to continue to improve programmes.

All external colleagues will visit a sample of trainees on placement, will observe them teaching, and may look at trainees' files. They will also talk with school / college colleagues. All of these activities allow externals to judge the quality of the programme being delivered.

Externals also review samples of assessments in order to judge the accuracy and fairness of marking being undertaken; and, they will meet with a group of trainees at the university to discuss all aspects of their studies.

At the end of the year externals attend the relevant assessment boards in order to confirm that the marks and awards being made are made fairly and rigorously.

At the end of the examination process external colleagues write a report which outlines their findings, observations and judgements. This is a significant document which allows programme teams to celebrate strengths and identify areas to develop. The reports are located in the relevant area of the VLE for you to read; along with the programme team's response to the report.

Please note: It is not appropriate for trainees to contact externals individually, however, many of you will have chance to talk with them as outlined above.

Health and Safety

The University and school/college/setting have a duty of care towards the trainee/student while they are in the school/college/setting.

In order to fulfil this duty of care the University will:

- Prepare the trainee/student for the Professional Practice/Placement and ensure they are aware of general health and safety aspects (this does not include the specific information needed for any particular schools, college or setting)
- Give the trainee/student an opportunity to notify the University of any health and safety problems encountered whilst in the school/college/setting
- Respond to any negative feedback received from trainee/students regarding health and safety practices during Professional Practice/Placement, by informing the school/college/setting

During any Professional Practice/Placement, we expect our trainee/students to be effective, safe and reliable people. However, during Professional Practice/Placement, trainee/students are under the control of the school/college/ setting, therefore the statutory duty of care and consequent liabilities rest with the school/college/setting.

We expect you to treat trainee/students in the same way as you would treat your employees with regards to health, safety and welfare.

You will be expected to:

- Provide the trainee/student with information on the workplace health and safety arrangements, including fire precautions, specific hazards and health and safety precautions
- Include the trainee/student in the risk assessment programme as necessary, if it affects activities undertaken by them; also the completion of any relevant pregnancy risk assessments and any personal Emergency Evacuation Plans for disabled trainee/students
- 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 trainee/student in the performance of their duties
- Have a system of recording and investigating accidents and incidents – you must notify the University of accidents and incidents involving the trainee/student

All schools, colleges, settings have indicated on the online portal their agreement to the terms and conditions of the Partnership Agreement which included a health and safety checklist. This confirmed that the school, college, setting will ensure that all Edge Hill University trainees/students are trained on identified key health and safety procedures at the beginning of each period of Professional Practice/Placement. By signing in acceptance of this agreement, schools, colleges and settings are confirming that they will adhere to these roles and responsibilities

Insurance

Edge Hill University assumes that you will have Employer Liability and Public Liability insurance in place for the period of the Professional Practice/Placement and that these will apply to a trainee/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.

Health Clearances

All trainees/students on entrance to a programme must complete a health assessment form, which is forwarded to our Occupational Health Service provider for assessment and, where necessary, further discussion or examination by a qualified Occupational Health Nurse Practitioner or Consultant.

Teachers and those training to become teachers need a sufficient standard of health and physical fitness (Fitness to Teach, 2007). Teaching is a demanding career and teachers have a duty of care for the pupils in their charge. The health, education, safety and welfare of pupils are an important factor in deciding on an individual's health and physical capacity to train and subsequently to teach.

Sometimes health problems only emerge after a trainee/student has started their programme. If these could affect 'fitness to teach' then it is important that you raise any concerns that you have with the Course Leader. This will enable the programme team to decide on the appropriate course of action.

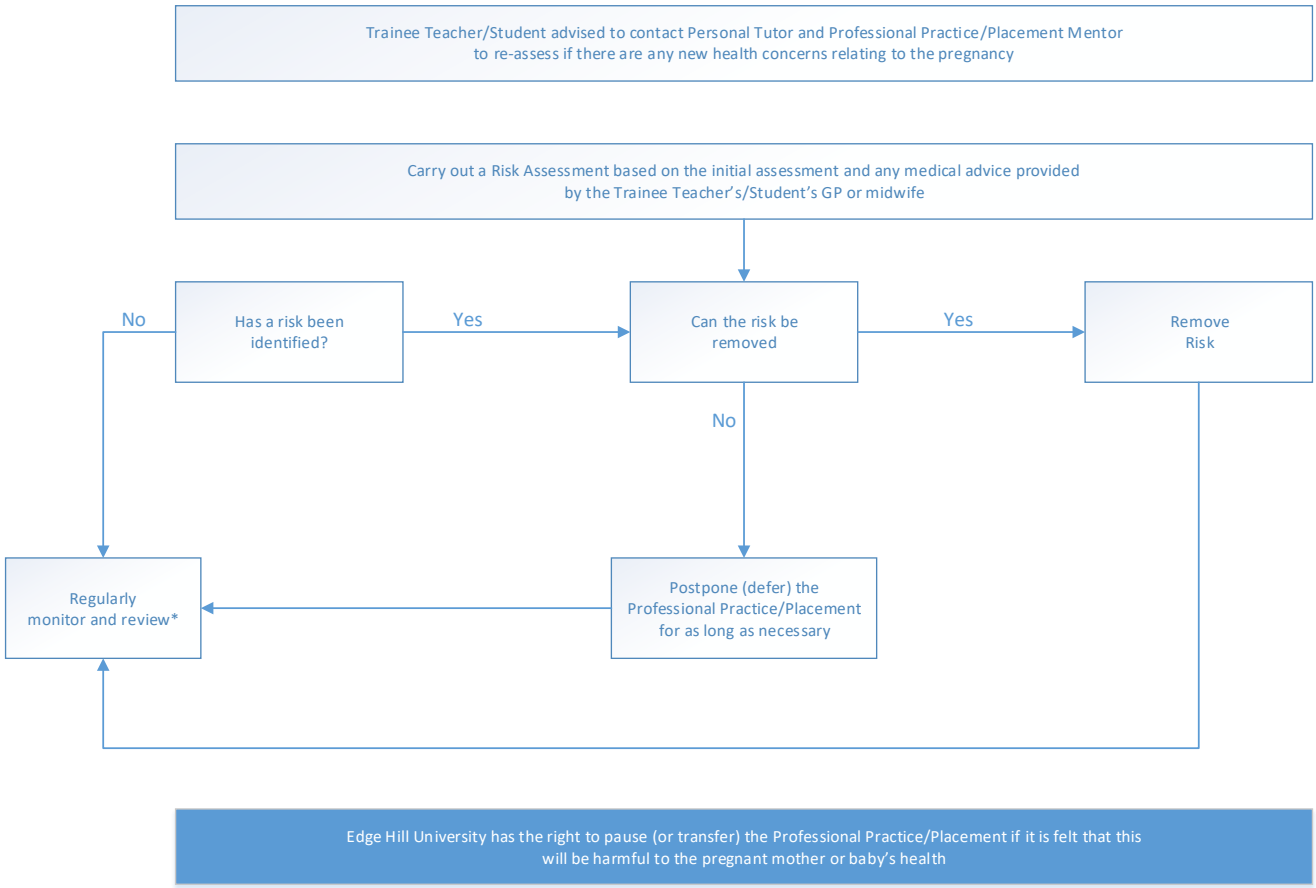
These procedures may additionally include the completion of a Risk Assessment.

Pregnancy

Disclosure of pregnancy is at the trainee/student's discretion, but in the interests of health and safety and to ensure that appropriate support is provided, we strongly advise trainees/students to make this known to their tutor or other appropriate member of University staff at an early stage.

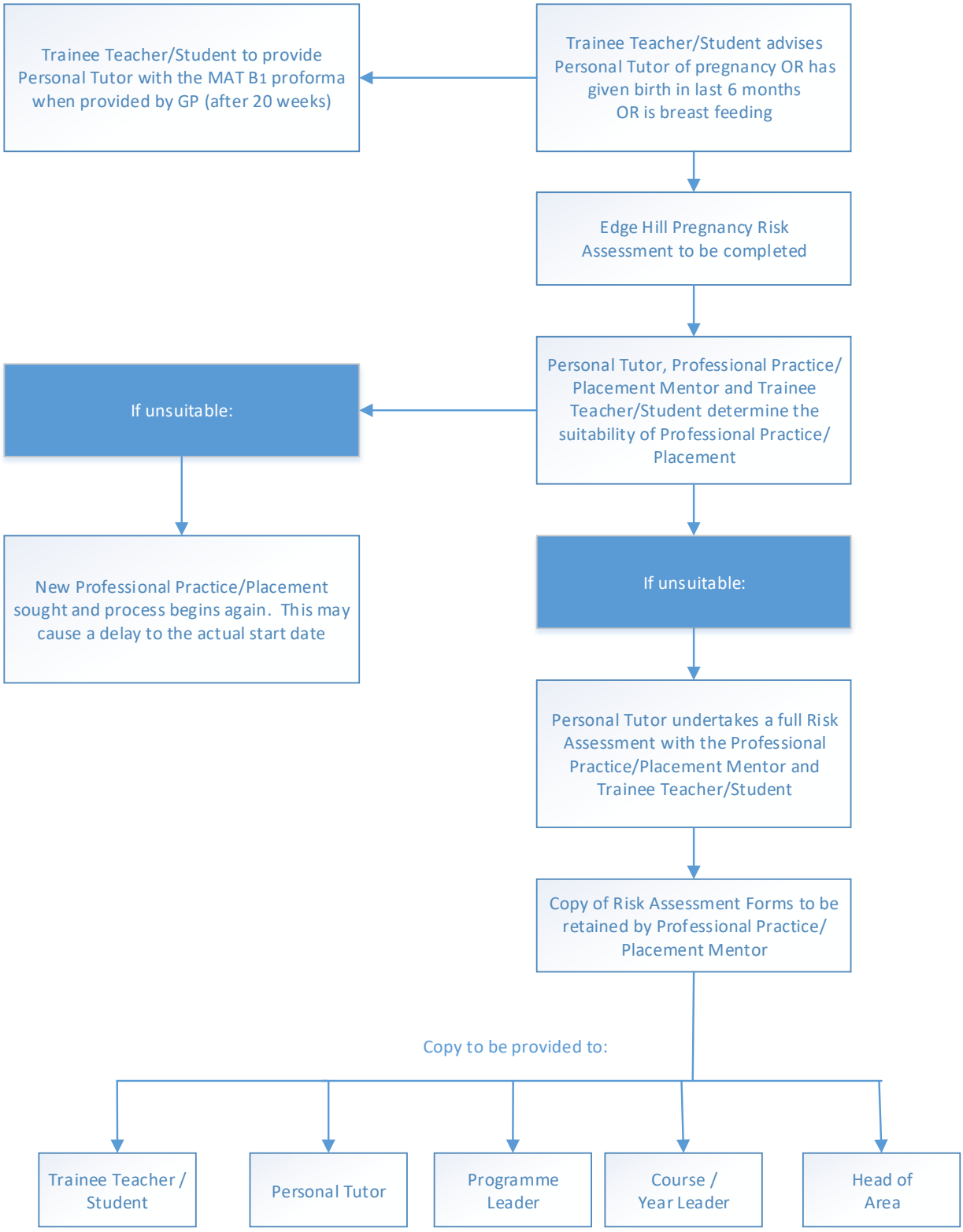
On the occasion that a trainee/student discovers that they are pregnant mid-placement; they should inform their mentor or teacher. If this happens, please ask the trainee/student to contact their University tutor. Alternatively, ask their permission to contact the University.

We will then organise risk assessment procedures to be carried out within two working days of notification and identify appropriate steps to support the trainee/student and partner institution. If the pregnancy goes beyond 34 weeks, the trainee/student must provide a note from their doctor stating that she is fit to work.



*Risk Assessment should be reviewed on a weekly basis by the Personal Tutor

A Flow Diagram of the Risk Assessment Process if a Trainee/Student is Pregnant



Timetables

Date	Week	2 Year Route Trainees (Direct Entry at Level 5)	3 Year Route Trainees
01-Jan-18	19	**ASSESSMENT WEEK (Monday 2nd to Friday 6th January 2017)**	
08-Jan-18	20	Notional start date: **Monday 8th January 2018**	**TARGET SETTING TUTORIALS**
15-Jan-18	21		Notional start date: **Monday 15th January 2018**
22-Jan-18	22	Finalised Trainee Time Tables sent to Course Leader & Partnership Office by **26th January 2018**	Finalised Trainee Time Tables sent to Course Leader & Partnership Office by **26th January 2018**
29-Jan-18	23		
05-Feb-18	24		
12-Feb-18	25	Trainees take Half Term holiday according to pattern in their practice setting	Trainees take Half Term holiday according to pattern in their practice setting
19-Feb-18	26		
26-Feb-18	27	Interim Report Due: **Friday 2nd March 2018**	Interim Report Due: **Friday 2nd March 2018**
05-Mar-18	28		
12-Mar-18	29		
19-Mar-18	30	Trainees take Easter holiday according to the pattern in their own practice setting	Trainees take Easter holiday according to the pattern in their own practice setting
26-Mar-18	31		
02-Apr-18	32		
09-Apr-18	33	**UNIVERSITY EASTER VACATION**	**UNIVERSITY EASTER VACATION**
16-Apr-18	34	**UNIVERSITY EASTER VACATION**	**UNIVERSITY EASTER VACATION**
		Notional End Date: 20th April 2018	
23-Apr-18	35	Return to campus Trainee compulsory debrief event **26th April 2018 - 9.00am**	Return to campus Trainee compulsory debrief event **26th April 2018 - 9.00am**

Attendance Expectations

Attendance requirement

Trainees have a professional requirement to meet 100% attendance for all modules across the programme. Failure to attend more than 50% of modules linked to the Teachers' Standards will result in a trainee being unable to undertake a school practice, which will lead to trainees being required to take the non-QTS pathway.

School experience prerequisite criteria

- Attend all practice briefings, as required
  [including all meetings with regard to transport, accommodation and meeting with partner(s) regarding trainee pair working]
- Adhere to requirement for 100% attendance for all sessions relating to preparation for school practices. [RPP, Subject Knowledge & Application]
  - Missing two sessions without prior explanation of acceptable reason(s) will trigger a standard letter to trainee
  - Non-response to letter or further absence will lead to APRM
  - Attending less than 50% of sessions in any of the above standards-related sessions will result in a trainee being unable to undertake a school practice and therefore be required to take the non-QTS route
- For all missed sessions, trainees must produce compensatory tasks to demonstrate an ability / competence to fully engage with and successfully complete the school experience practices.

Reporting absence

Full attendance throughout the programme is expected.

If you are absent for any reason you must do the following:

- **Telephone the Faculty of Education** on 01695 584790 and inform them of the reason for your absence and when you anticipate returning to university/practices;
- **Telephone your practice school/college** by no later than 8.30am on the day of absence and make contact for each day of continuing absence thereafter;
- Where possible, **send in work** for any classes you are due to teach if your absence falls within a practices period;
- **Stay in email/telephone contact** with your course leader during any absence last more than 3 days;
- If your absence lasts longer than 7 days (including weekends), you must obtain a note from your doctor and provide your course leader with a copy of this.

Trainee ‘At risk’

Remediation - *What should I do if a trainee is causing concern?*

School Practice “at risk”/Remediation Procedure

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 Curriculum Mentor.
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 Curriculum Mentor, 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.
7. 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.

Edge Hill University

BA/ BSc (Hons) Secondary Education with QTS*

SUG3000 Professional Practice 2

Trainee Teacher: School:

Curriculum Mentor: 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: _____

Curriculum Mentor: _____ Subject Tutor: _____
(for Programme Leader/ Head of Area)

Date of "at risk"/remediation review:

Edge Hill University

BA/ BSc (Hons) Secondary Education with QTS*

SUG3000 Professional Practice 2

Trainee Teacher: School:

Curriculum Mentor: Professional Mentor:

Subject Tutor:

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

Safeguarding – Management of a Cause for Concern

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

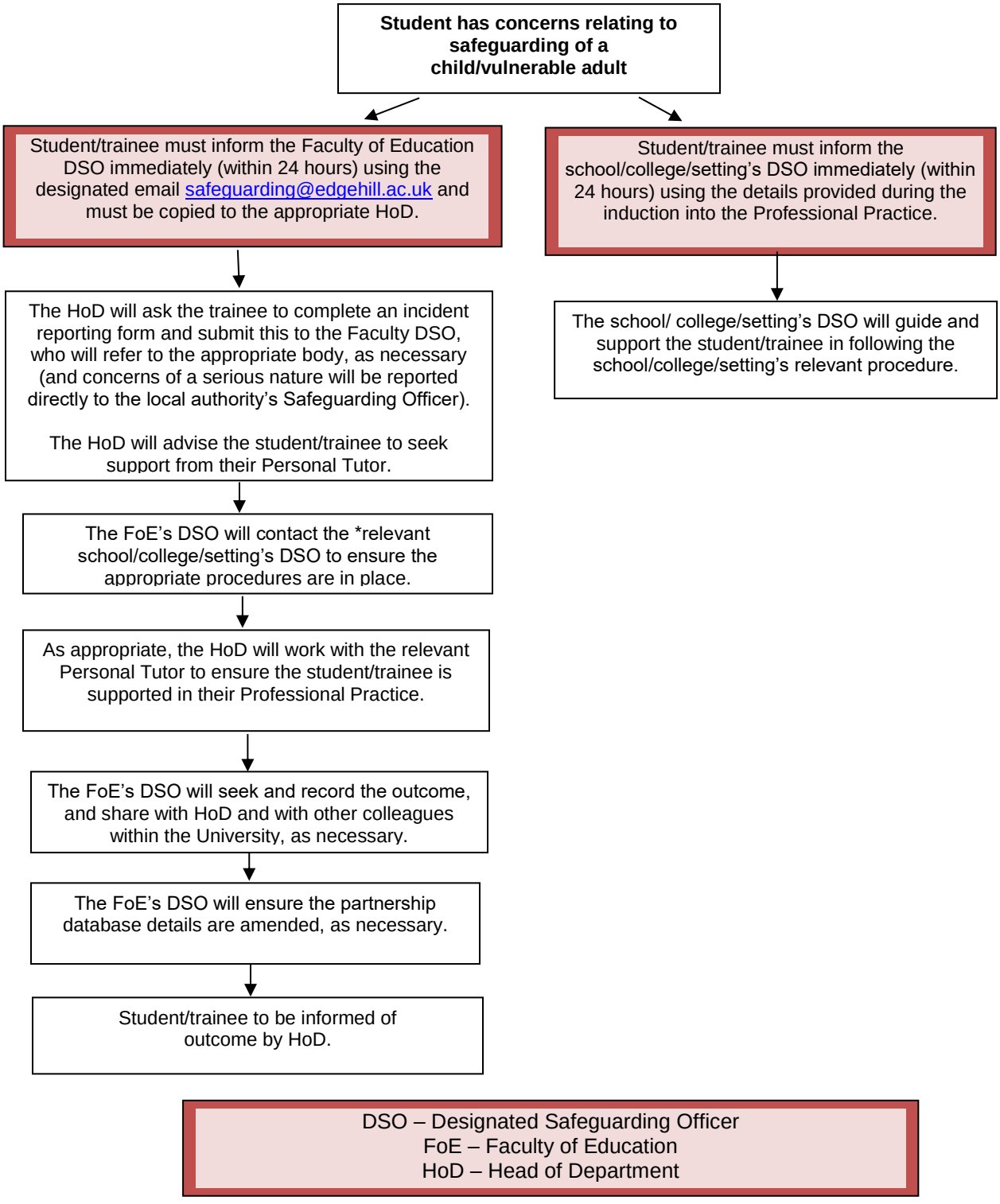
Safeguarding is everybody's responsibility and there may be occasions where we need to act quickly to identify and minimise any risks to children/vulnerable adults.

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.

POLICY TITLE	**MANAGEMENT OF A CAUSE FOR CONCERN ON PROFESSIONAL PRACTICE RELATED TO SAFEGUARDING OF A CHILD/VULNERABLE ADULT**
NEXT REVIEW DATE	**June 2018**
REVIEW RESPONSIBILITY	**Leon Fraser**
LAST REVISION MADE	**June 2017**

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 (DSOs) Leon Fraser, email: fraserl@edgehill.ac.uk Tel: 01695 584314.*
Please note it is courteous for the trainee to also inform their Mentor 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(s) and role(s)): .....

Nature of alleged incident, or cause for concern:

.....

.....

.....

.....

.....

.....

.....

.....

.....

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 Department 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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Signed: ……

Faculty DSO: ……..... Date: ……..……..
please also print name

Teaching Standards

PART 1 - TEACHING

S1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Indicative prompts:

- 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

S2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

Indicative prompts:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

S3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Indicative prompts:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

S4. PLAN AND TEACH WELL STRUCTURED LESSONS

Indicative prompts:

- 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 & 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)

S5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

Indicative prompts:

- 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 SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

S6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

Indicative prompts:

- 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

S7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

Indicative prompts:

- 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

S8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

Indicative prompts:

- 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 professional development, responding to advice & feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART 2: PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school.

- 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

Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

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

Appendix 1: Key Professional Practice Forms and Templates

a) Practice Timetable Templates

b) Attendance Record Form

c) Observation of Professional Practice Form

d) Record of Curriculum Mentor Meetings

e) Record of Professional Mentoring sessions

f) PP1a Interim Assessment Form

g) End of Practice Report Form

PRACTICE TIMETABLE (ONE WEEK TIMETABLE)

Name: **Course:** **Subject:**

School/College: **Professional Mentor:**

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

Curriculum Mentor email: _____

Curriculum Mentor (sign/print name): _____

Visiting Tutor (sign/print name): _____

Practice:

Key Stages taught: KS3 ☐ KS4 ☐ KS5 ☐

Period	Times	Mon	Tues	Wed	Thurs	Fri

Form Group Attachment:

PRACTICE TIMETABLE (TWO WEEK TIMETABLE)

Name: **Course:** **Subject:**

School/College: **Professional Mentor:**

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

Curriculum Mentor email: _____

Curriculum Mentor (sign/print name):_____

Visiting Tutor (sign/print name): _____

Practice:

Key Stages taught: KS3 ☐ KS4 ☐ KS5 ☐

WEEK A/ONE

W/C					
W/C					

Period	Times	Mon	Tues	Wed	Thurs	Fri

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 (eg, 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 Edge Hill University 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, PSHEE, Special Needs/Learning Support.

YOU MUST ENSURE THAT A COPY OF YOUR TIMETABLE IS SENT TO YOUR SUPERVISING TUTOR AS SOON AS IT HAS BEEN AGREED WITH YOUR TRAINERS.

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, EXTERNAL EXAMINERS AND OFSTED INSPECTORS.

Attendance Record

Student ID:…….School/Setting:……

Trainee's Name: …….. Practice……..

- You must complete the attendance record on a daily basis.
- **If you are absent you must inform the school/college and the Faculty of Education Reception** (01695 584790). Details of certifying and reporting absence are found in the Programme Handbook
- You will follow the practice school's/college holiday arrangements
- This attendance record must be signed by your Professional Mentor

Week Commencing	Monday		Tuesday		Wednesday		Thursday		Friday		Professional Mentor Signature
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	

Total days present ☐ Total days absent ☐

Reasons for Absence - List absences below with reasons for absence.

Dates	Total days absent	Reason for absence (details of SSC1 or medical certificate if required)	SSC1 or medical certificate received (EH office use only)

Statement by Professional Mentor

(Please tick each statement)

☐ I agree that this is a true record of attendance and absence.
☐ I understand that government regulations require attendance in school/college.
☐ The Trainee Teacher has returned all resources and has settled any accounts.

Professional Mentor Signature ..... Date: …….

Professional Mentor Print Name……. Date: …….

Secondary Education

Observation of Professional Practice

Edge Hill University

Please make direct reference to the Teachers' Standards and to the range of evidence used.

Name of Trainee						
Programme						
Professional Practice	1a		1b		2	
School/College Setting Name						
Date and Time						
Name of Observer and Role						
Year / Class Group information						
Subject						
Lesson Observation Focus						

Range of evidence	Observation of teaching and learning	
	Discussion with Curriculum Mentor / Teacher	
	Discussion with trainee	
	Discussion with pupils	
	Learners' responses within the lesson and in their books / work	
	Quality and impact of the trainee's marking and feedback	
	The trainee's planning and assessment records in their files	
	Trainee self-evaluation of their impact on learners' progress and learning over time	

Contextual information for lesson

a) Trainee's current targets

b) Trainee's response to their progress against current targets

c) Focus of lesson and, if relevant, its place in a sequence of lessons

d) Planned impact on pupil progress: individual / groups / whole class (this detail is only to inform during a lesson observation)

e) Proposed focus for evaluation

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

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

Secondary Education

Observation of Professional Practice

Edge Hill University

Please make direct reference to the Teachers' Standards and to the range of evidence used.

a) Key strengths
b) Impact of teaching on pupils' learning and progress
c) Areas to develop
d) Agreed new targets

Using the range of evidence available, please judge the overall quality of the impact on Pupils' progress	**1**	**2**	**Meeting Expectation** *If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately (Phase 2 only)*	**Inadequate** *If a Trainee receives this grade, please contact the relevant University Visiting Tutor immediately.*

Name, signature and role of observer		*Date of Observation*
Name, signature and role of observer 2 (for joint observations)		
Name, signature of trainee		

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

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

RECORD OF CURRICULUM MENTOR (CM) MEETINGS:
REVIEW OF PROGRESS AND TARGET SETTING

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

Name: Programme:

Practice: Date of meeting:

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

Signed: Curriculum Mentor

Signed: Trainee

RECORD OF PROFESSIONAL MENTOR (PM) MEETINGS
(Trainee completes this weekly)

Name: Programme:

Practice: 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

Edge Hill University

SECONDARY EDUCATION
INTERIM ASSESSMENT PROFESSIONAL PRACTICE 2

To be completed by the Curriculum Mentor and Trainee and sent electronically by the Trainee by Friday 2nd March 2018

Name of trainee: _____Subject: _____

Practice school/college: _____ Practice: Professional Practice 1A

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

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

Professional Practice Predicted Grade

Edge Hill Curriculum Mentor name (please print):_____

Trainee: _____ **Date** _____

Guidance for completion

1. **Prior to meeting with the Curriculum Mentor, 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 Curriculum Mentor, the trainee and the CM 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 Curriculum Mentor, trainees should**: provide their Course Leader with a copy of this document.

Secondary Education

End of Professional Practice Report Form

Please refer to the Edge Hill University Grading Criteria

Trainee Name	

Phase Please tick the relevant box					
Professional Practice 1a		Professional Practice 1b		Professional Practice 2	

Programme (Please tick the relevant box)										
PGCE Secondary (Full Time and Flexible)	**Biology**	**Computer Science**	**Design & Technology**	**English**	**Geography**	**History**	**Mathematics**	**Modern Languages**	**Physical Education**	**Religious Education**

Programme (Please tick the relevant box)													
PGCE Secondary (School Direct)	**Biology**	**Business Education**	**Chemistry**	**Computer Science**	**Design & Technology**	**English**	**Drama**	**Geography**	**History**	**Mathematics**	**Modern Languages**	**Music**	**Physical Education**	**Psychology**

Programme (Please tick the relevant box)						
Secondary Undergraduate Full Time	**Design & Technology**	**English**	**Mathematics**	**Modern Foreign Languages**	**Religious Education**	**Science**

Practice Setting/School				
Secondary (Age Range) *(Please tick relevant box)*	**KS3**	**KS4**	**KS5**	**P16**
Name of Curriculum Mentor				
Name of Edge Hill University Visiting Tutor				
Name of Personal Tutor				
Name of Course Leader				
Name of Professional Mentor				

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
Professional Practice 1a (PP1a)	**Pass or Fail**	Each standard should be considered and the **overall** grade for the Professional Practice can only be a '**Pass'** or '**Fail'**.
Professional Practice 1b (PP1b)	**Grade 1:** Outstanding **Grade 2**: Good **Meeting Expectation**	Targeted intervention will be put in place prior to Phase 2 for any trainee graded as '**Meeting Expectation'** on PP1b. If a trainee is **not** working at 'Grade 1', 'Grade 2' or 'Meeting Expectation' by the end of PP1b, they cannot receive a grade and will need to be **referred** / **deferred**
Professional Practice 2 (PP2)	**Grade 1**: Outstanding **Grade 2**: Good **Meeting Expectation**	The triangulation meeting will normally take place when the trainee has reached a Good (grade 2) or Outstanding (grade 1) level in their teaching.

Guidance for Professional Practice 2 only

- Please use Edge Hill University '**Assessment and Grading Criteria'** when filling in this form to ensure correct grades are awarded. Please note: The Trainee does not need to achieve every element within the individual Teachers' Standards to be awarded the grade, (please apply a rule of best fit approach).
- The Trainee should fill in their section of the form then pass it to their Mentor, **ideally one week before the triangulation meeting**.
- Trainees are given an overall summative grade based upon their grades against each of the Teachers' Standards.
- The grading process is a triangulation between trainee, Curriculum Mentor and the EHU Visiting Tutor and the grades should be agreed and confirmed during the meeting.
- The final **summative** meeting for Professional Practice 2 will usually take place one the trainee has reached a 'good' or 'outstanding' standard in their teaching.
- **There should be no split grades**, please use the '**Assessment and Grading Criteria**' grid to reflect if the trainee has achieved elements of the higher grade within the Teachers' Standard.

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 Career Entry Development Profile (CEDP). It will also be used to inform their reference, written by their Personal Tutor.

The final grade for Professional Practice 2 will be awarded as follows:

Outstanding (grade 1)
All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in the majority of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees' teaching over time is Outstanding (grade 1) and never less than consistently Good (grade 2).

For a trainee's final grading to be 1:

- pupil progress and learning over time must be good or better than expected;
- a minimum of **five Standards** must be graded 1 overall;
- there can be no grade 3 or 4 for any Standard.

Good (grade 2)
All trainees awarded QTS exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards by the end of their training. Trainees demonstrate excellent practice in some of the Standards for teaching and all related to their personal and professional conduct. Much of the quality of trainees' teaching over time is Good (grade 2); some is Outstanding (grade 1).

For a trainee's final grading to be 2:

- pupil progress and learning over time must be at least as expected;
- at least **five Standards** must be graded 2 overall;
- any grade 3 Standards must be scrutinised and would require grade 2 features (utilising assessment against the sub-headings);
- there can be no grade 4 for any Standard.

The grading process is a triangulation between trainee, Curriculum Mentor and the Edge Hill University Visiting Tutor and the grades should be agreed and confirmed during the End of Professional Practice meeting.

Next Steps

Please note: This report (PP2 only) will inform the targets for the trainee's Edge Hill University Career Entry Development Profile (EHU CEDP) and NQT year.

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

TS1 Set high expectations which inspire, motivate and challenge pupils	Grade

Standard Prompts:

- 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

Trainee Reflection on Achievement (Standard 1)

Curriculum Mentor's Feedback (Standard 1)

Targets

TS2 Promote good progress and outcomes by pupils	Grade

Standard Prompts:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Trainee Reflection on Achievement (Standard 2)

Curriculum Mentor's Feedback (Standard 2)

Targets

TS3 Demonstrate good subject and curriculum knowledge	Grade

Standard Prompts:

- 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

Trainee Reflection on Achievement (Standard 3) Please comment against all relevant curriculum areas

Curriculum Mentor's Feedback (Standard 3) Please comment against all relevant curriculum areas

Targets

TS4 Plan and teach well-structured lessons	Grade

Standard Prompts:

- 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)

Trainee Reflection on Achievement (Standard 4)

Curriculum Mentor's Feedback (Standard 4)

Targets

TS5 Adapt teaching to respond to the strengths and needs of all pupils	Grade

Standard Prompts:

- 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

Trainee Reflection on Achievement (Standard 5)

Curriculum Mentor's Feedback (Standard 5)

Targets

TS6 Make accurate and productive use of assessment	Grade

Standard Prompts:

- 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

Trainee Reflection on Achievement (Standard 6)

Curriculum Mentor's Feedback (Standard 6)

Targets

TS7 Manage behaviour effectively to ensure a good & safe learning environment	Grade

Standard Prompts:

- 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

Trainee Reflection on Achievement (Standard 7)

Curriculum Mentor's Feedback (Standard 7)

Targets

TS8 Fulfil wider professional responsibilities	Grade

Standard Prompts:

- 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

Additional Guidance with Specific Reference to:

- Maintain professional behaviour at all times including an appropriately professional standard of dress
- Work with teaching colleagues as part of a team
- Demonstrate confidence and competence in leading the work of teaching assistants and other additional adults to achieve learning objectives
- Demonstrate confidence and competence in communicating effectively with parents or carers
- Demonstrate knowledge of a teacher's statutory responsibilities for the welfare and safeguarding of pupils
- Understand e-safety
- Access educational research; assess the robustness of that research and apply their findings to their own developing teaching practice
- Integrate the theoretical elements of their ITT programme with the professional practice elements to support their own reflection and professional development
- Demonstrate commitment to identifying and addressing on-going professional development needs
- Demonstrate confidence and competence in applying for teaching posts

Trainee Reflection on Achievement (Standard 8)

Professional Mentor's Feedback (Standard 8)

Targets

Final Grade

Professional Mentor:
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: **Professional Practice Phase 1a (PP1a)**	Pass Fail
Please only complete this if your Trainee has completed: **Professional Practice Phase 1b (PP1b)**	Grade 1 Grade 2 Meeting Expectation
Please only complete this if your Trainee has completed: **Professional Practice Phase 2 (PP2)**	Grade 1 Grade 2 Meeting Expectation

Standards Grades	
TS 1	
TS 2	
TS 3	
TS 4	
TS 5	
TS 6	
TS 7	
TS 8	

Number of days attended	
Start Date	
End Date	

Complete the appropriate box below

End of PP1a **Predicted Grade by end of training**	
End of PP1b **Predicted Grade by end of training**	
Overall Final Grade (As agreed at PP2 triangulation meeting)	

- The Professional Practice 2 summative will normally 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) five of the Standards must be graded as **'Grade 1'**, together with all other Standards graded at least **'Grade 2'** (Good).

Signatures - At triangulation meeting

Curriculum Mentor ……..

Professional Mentor ……

Edge Hill University Visiting Tutor: ……..……..

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

Once completed, with all signatures, please could the Curriculum Mentor send an electronic copy of the form to the Secondary Professional Support Team at secondarypartnership@edgehill.ac.uk. Payment for the placement will only be released on receipt of the fully completed form.
The Trainee should retain a personal copy of the form and give a completed copy to their Course Leader.

All resources can be located via our Partnership Website:

Professional Practice Documentation/Further Opportunities

Documentation and information relating to further opportunities to engage with the Faculty can be viewed and downloaded from the link below. You will be able to click on a category title to see a list of the available resources. Then click on a resource name to download.

https://www.edgehill.ac.uk/educationpartnership/secondary-education/

Professional Practices/Placements 2017-2018

If you are able to offer more professional practices and/or the number of trainees that your school can accommodate then please contact the Partnership Development Officer, Leon Fraser, fraserl@edgehill.ac.uk or telephone 01695 584314, who will assist you.

Evaluations

At the start of each Professional Practice, Mentors and Visiting Tutors will receive a link from secondarypartnership@edgehill.ac.uk to complete the professional practice evaluations, as soon as these have been completed and all relevant paperwork has been submitted payments will be processed.